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Waltham, Massachusetts





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BRANDEIS UNIVERSITY BULLETIN

Florence Heller Graduate School  
for  
Advanced Studies  
in  
Social Welfare

1972/1973

Waltham, Massachusetts



The Florence Heller Graduate School for Advanced Studies in Social Welfare is a professional school established by Brandeis University to provide an educational program directed toward leadership responsibilities in the field of social welfare. The school was made possible by an initial endowment from the late Mrs. Florence G. Heller of Chicago. It was organized in 1959 following careful study by the President, the Administration, and the Board of Trustees of Brandeis University after consultation with a distinguished panel of social work educators and social welfare authorities.

The School is housed in the Florence Heller Building complex which includes the Benjamin Brown Research Building. These buildings contain classrooms, faculty offices, student study rooms and research facilities. The buildings are devoted entirely to the activities of the School. They are located next to the Goldfarb Library and ideally situated with reference to the various other resources of the University.

#### PURPOSES

The educational program of the School is designed to produce graduates who can take positions of leadership in the social welfare field. Social welfare is viewed by the Heller School in broad terms as a developing field whose definitions and boundaries are evolving con-

stantly in response to growing understanding of human needs. Social welfare today involves a wide range of interventions in the solution of social problems, cutting across a number of traditional fields and disciplines such as social work, health, education, housing, employment, urban planning, public policy and administration.

Heller School graduates are expected to enter careers where they can engage in innovative activity contributing to the future development of knowledge and practice. Many graduates are teachers and administrators in schools or departments of social work, social policy, urban planning, and related fields. Others are engaged in research careers or as planners and administrators in various human service activities.

In addition to its training program, the School conducts an active program of policy-oriented research related to its broad range of social welfare interests. Research projects are interdisciplinary in character and usually involve collaborative activity between faculty and advanced students. The general purposes of research projects are to increase understanding of social problems, to explore new and more effective ways of intervening in social problems, and to improve the methods of evaluating the impact of such intervention.

Members of the Heller School faculty engage, individually and collectively, in extensive consultation and service activities on behalf of both governmental and voluntary organizations, at local, state, regional, national, and international levels. They occupy prominent positions on governmental advisory commissions, task forces, and review



panels. These outside activities, in addition to providing service to the community, frequently also serve as channels for student training in research and consultation.

#### DEGREE OFFERED

The Heller School offers a program of study leading to the Ph.D. degree. Students are admitted either with or without a previous Masters level graduate degree. Minimum full-time residence requirements are one year for students entering with a prior graduate degree and two years for others. The normal expectation, however, is for at least one additional year of full-time residence beyond these minimum requirements.

#### Requirements

To qualify for the Ph.D. degree, students are required to:

1. Demonstrate competence in the core areas. (Specified below).
2. Complete a substantive paper showing evidence of competence in a specialized area.
3. Pass a foreign language examination.
4. Complete an acceptable doctoral dissertation.

Students without previous experience are required, in addition, to complete a practicum or internship which will provide an opportunity to engage in some aspect of practice in the social welfare field.

#### COURSE OF STUDY

The Heller School offers an individualized program of study designed to meet the needs of each individual student in relation to his

previous education and experience, as well as his future goals. Each student will be guided throughout his studies at the Heller School by an advisement committee consisting of members of the Heller School faculty, and, if indicated, faculty members from other departments at Brandeis or from other universities. The curriculum of the School is organized about a series of course offerings in social welfare; social science; social research; policy, planning, and administration; and specialized courses in a number of substantive fields.

The offerings include core courses designed to help students achieve competence in the following areas:

1. Knowledge of the field of social welfare -- its history, structure, fields of activity, policy issues, value commitments and the nature of professional activity within the field.
2. Ability to use theoretical materials from at least one of the social sciences or other disciplines in relation to applied problems in the field of social welfare.
3. General knowledge of research methods employed in the field of social welfare, including collection, processing, and analysis of data; and of the relationship of systematic investigation to policy and planning.
4. General knowledge of methodology of policy analysis, planning and administration as relevant to the field of social welfare.

Other courses are designed, along with practica, internships, work-study plans, and other learning experiences (as determined in con-

sultation with advisement committees) to help the student acquire competence in the following specialized areas:

1. Substantive fields.

The student will be expected to demonstrate expertness in one or more substantive fields of social welfare. This will involve mastery of the theoretical and research literature relevant to the problems in the field, knowledge of policy issues and alternatives, and evaluation of modes of intervention that have been or might be applied.

The level of expertness expected upon completion of the Ph.D. includes not only the ability to make a critical evaluation of existing literature and practice but the ability to contribute to the growth of knowledge and/or the improvement of practice in the chosen field.

Courses are available in the following substantive fields:

- |                            |                            |
|----------------------------|----------------------------|
| a. Alcoholism              | g. Jewish communal service |
| b. Child welfare           | h. Manpower planning       |
| c. Community mental health | i. Mental retardation      |
| d. Gerontology             | j. Rehabilitation          |
| e. Health planning         | k. Social services         |
| f. Income maintenance      |                            |

2. Specialized skills

The student will be expected to demonstrate a professional level of skill in identifying problems, designing projects, and mobilizing relevant conceptual and methodological

resources in at least one of the following areas:

- a. Social problem and social policy-oriented research.
- b. Social policy analysis, social planning, and administration.

#### COURSES OUTSIDE THE HELLER SCHOOL

Students may, with the agreement of their advisement committees, enroll for courses in other departments of Brandeis University. The privilege of auditing courses at Brandeis without fee is extended to all students of the Heller School. Courses may be either at the graduate or undergraduate level. Permission to audit must be obtained from the course instructor.

The Heller School has reciprocal arrangements with a number of related programs in other universities. Heller School students have access to courses in the Department of Urban Studies and Planning of the Massachusetts Institute of Technology, The School of Public Health of Harvard University, the Fletcher School of Law and Diplomacy of Tufts University, and the Center for Law and Health Sciences of Boston University. Admission to such courses requires the agreement of the student's advisement committee and the instructor of the course.

The Italian Exchange Consortium: The Heller School, in collaboration with Rutgers University, maintains an exchange program for study and research with several Italian educational institutions. The exchange is maintained between counterpart Italian and American committees. The Universities of Padua and Rome, the Institute for Social Work Research, and the Zancan Foundation, as well as various schools of social work, have been engaged in the past. The exchange makes possible research conducted

either in Italy or the United States by graduate students or faculty from the cooperating institutions; and encourages advanced study for graduate students in any of the cooperating Italian or American universities.

Hebrew University: The Heller School and Paul Baerwald School of Social Work of the Hebrew University in Jerusalem have initiated an exchange program that is designed to help meet the needs of Israel for faculty in schools of social work. The program is available to selected Israeli students who will be supervised in Ph.D. studies by members of both faculties, taking courses in both institutions, and doing dissertations on Israeli material. The program also envisages faculty exchanges between both universities.

THE BENJAMIN S. HORNSTEIN PROGRAM  
IN JEWISH COMMUNAL SERVICE

The Benjamin S. Hornstein Program in Jewish Communal Service at Brandeis University is sponsored jointly by the Florence Heller Graduate School for Advanced Studies in Social Welfare and the Philip W. Lown Center for Contemporary Jewish Studies. The program is designed to prepare students for professional careers in Jewish communal service, combining training in professional skills with extensive background in Jewish studies.

Course offerings deal with Jewish history and thought, contemporary Jewish issues, policies and programs in the field of social welfare, and social policy, planning and administration. Course work is expected to take approximately two years, with the third year devoted to preparing a dissertation. Internship experiences are available, depending upon the background and career interests of the student. Graduation requirements

include a reading knowledge of Hebrew or Yiddish.

Applicants desiring to enroll in the Hornstein Program as Ph.D. degree candidates should follow the general admissions procedure of the Heller School as described below. Candidates must have a previous graduate degree and/or substantial work experience in some areas relevant to the purposes of the Program.

#### ADMISSIONS

Individuals wishing to be considered for admission should obtain formal applications from the Director of Admissions, Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University, Waltham, Massachusetts 02154. Applications should be completed and returned as early as possible, but in any case no later than February 1. Admissions decisions will be made no later than April 1.

All applications are considered on a competitive basis. Preference in admissions is given to students who have had previous experience in social welfare or a related field.

The two major criteria used in considering applicants are:

- 1) academic competence to complete the work of the Heller School, and
- 2) compatibility between the applicant's expressed interests and career goals and the program of the School.

The applicant is responsible for furnishing official transcripts of all previous academic work, undergraduate and graduate. If any of the standardized aptitude tests, e.g. Graduate Record Examination or Miller Analogies Test are taken, applicants are advised to have results submitted

to the Admissions Office. Personal interviews may be arranged between the applicant and a representative of the School.

Housing: Graduate Housing will be available on campus beginning September 1, 1973. More detailed information will be available upon request.

Parking regulations: Any vehicle which is driven and parked on campus must be registered with the Department of Security and Safety and must be assigned a parking space. A complete set of parking and traffic regulations is available at the Department.

Dismissal from the University: The University reserves the right to dismiss or exclude at any time any student whose character, conduct, academic standing or financial indebtedness it regards as undesirable, through disciplinary procedures established in the Graduate School. Neither the University nor any of its Trustees or officers shall be under any liability whatsoever for its disciplinary action, exclusion or dismissal.

#### TUITION AND FEES

Tuition: All full time students will pay the regular tuition of \$2900 per year, the same tuition required of all students at Brandeis University. No refund of the tuition fee will be made because of absence, illness or dismissal during the academic year. If a student withdraws from the University within 30 days before the beginning of classes, he may petition for partial refund of tuition. A refund may be denied without any reason for such denial being stated.

Diploma Fee: All candidates for the Ph.D. degree are charged a graduation fee of \$250 prior to June 1 in the year in which the diploma is granted. This fee covers the cost of publication of the Dissertation through University Microfilms, Inc. and the rental of a cap and gown for graduation.

Student Health Plan: Although it is not mandatory, students are eligible to participate in the Student Health Plan. Payment of the Health Plan Fee entitles the student to utilize the facilities of the Stoneman Infirmary and the Mental Health Center in Lemberg Hall during the academic year. In addition, the student may participate in the Health Insurance Program. Although the health services offered at Stoneman Infirmary and Lemberg Hall are not extended to dependents of students, an optional family health insurance plan is available to married students.



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## CURRICULUM

The courses that comprise the curriculum of the School are classified under the four areas of core requirements as specified in the degree requirements listed above. Elective courses in specialized areas are listed separately. The student's program of study will be formulated and revised in periodic consultation with his advisement committee.

### 1. SOCIAL WELFARE

#### 1.01 Introduction to Social Welfare

a. History - Mr. Dybwad

b. Survey of Social Welfare Institutions - Mr. Schottland

#### 1.06 Income Maintenance Programs and Policies

A survey of the various current and proposed policies and programs designed to alleviate poverty by the redistribution of real and in-kind income. Income transfer and tax policies are both considered. Major emphasis is given to concepts and analytical framework useful in developing and evaluating income maintenance programs and policies.

Mr. Schulz

Mr. Schottland

#### 1.07 Historical Perspectives on Social Planning at the Local Level in the United States

This course will examine relationships between social and political forces in urban areas and the historical development of local social planning institutions during the 20th century. Particular attention will be given to the creation of the network of local social welfare organizations and city planning bodies at the turn of the century as part of the general civic reform movement, and to the impact of new governmental programs on these organizations during the 1960's. National developments, including federal legislation will be dealt with primarily in terms of their impact on local institutions. Emphasis will be on planning, coordinating and financing agencies and their relation to various economic and ethnic constituencies. However, each student will be expected to select a substantive problem area or field of service and to study the development of specialized agencies related to it as a term project.

Mr. Austin

## 2. POLICY-PLANNING-ADMINISTRATION

### 2.04 Problems and Issues of Administration

A workshop course for students who expect to be administrators or who wish to develop analytic skills useful to program planners and organizational consultants, which seeks through case analyses to develop skills in analyzing and solving administrative and organizational problems or in designing organizational arrangements that take account of internal and environmental constraints.

Miss Sieder  
Mr. Mott

### 2.05 Urban Planning and Social Policy (MIT 11.55)

A review of changes in urban social policy and evaluation of planning efforts to improve social and environmental aspects of urban life. Examples will include: (1) health policies and programs; (2) efforts to rebuild the inner city, including urban renewal programs; and (3) Model Cities programs considered as a response to critiques of earlier programs, and as a move toward revenue sharing.

Mr. Morris  
Mr. Frieden (MIT)

### 2.06 Urban Planning and Social Policy (MIT 11.56)

Continuation of 2.05 with emphasis on housing and manpower programs. May be taken independently of 2.05.

Mr. Austin  
Mr. Frieden (MIT)

### 2.08 Social Policy Analysis and Development

This seminar explores the common domain and key processes of social policies, develops a conceptual model of social policies and the force field surrounding policy evolution, derives a framework for analysis and development of social policies, applies the model and framework in studying selected policies, and examines implications for social and political action.

Mr. Gil

### 2.09 Analytic Techniques for Complex System Development

This course deals with that part of system technology which is relevant to human service systems development and operation. The technology covered includes selected well-defined terms, simple models, and procedures drawn from general systems theory, system engineering, engineering psychology, aerospace systems development, and computer technology. No special background is required; the course exercises only elementary mathematical skills.

Mr. Wulff

2.10 Operations Research: Concepts and Techniques

This course is intended as an orientation to the basic concepts and techniques of operations research -- also known as management science. Its applications and potential for improving the delivery of social services are emphasized. The course is intended to survey the available techniques and introduce potential applications.

Mr. Joshi

2.14 Analytic Methods in Economic and Social Planning

This course will study some of the problems and techniques of planning. The desirability of planning will be considered along with comparisons of capitalism and socialism. Planning problems and experiences will be reviewed in both industrial and less developed countries.

Mr. Friedman

2.21 -

2.22 Introduction to Policy Planning and Administration

An experimental course with the following objectives: (1) to present bodies of material drawn from several social sciences that bear on the practice of social policy analysis, social planning and administration; (2) to introduce students without previous background to varying definitions and conceptualizations of these areas of practice; and (3) to provide an introduction to methods of policy analysis and administration. The course will consist of several distinct subject areas but will provide opportunities at regular intervals for examining the inter-relationships among those areas. Case illustrations will be employed throughout the course.

Mr. Gurin & Faculty

2.24 Innovative Social Design

This seminar will provide an opportunity for exploration of the use of social theory and contemporary technology in the deliberate design of social innovations. Attention will also be given to the processes by which innovations can be introduced into the analytic and decision processes within society even under highly pluralistic or "turbulent" conditions. Seminar is limited to 2nd and 4th year students or to students who have had an equivalent academic background at the graduate level. Each student will be expected to select a substantive area of interest in which he has done previous work around problem issues and proposed solutions. The early sessions of the seminar would deal with the place of innovative social design and alternative methodological approaches. The balance of the seminar sessions will be used for the discussion of operational proposals being developed by individual students. Plans will be made for involving other persons from within the Heller School, and from the outside, in critical discussions of these proposals.

Mr. Austin

### 3. SOCIAL SCIENCE

#### 3.11 Social Structure and Social Behavior

This course will survey the principal concepts of microsociology (such as role, status, interaction, and primary groups) and of macrosociology (such as stratification, formal organizations, and institutions). Particular attention will be given to American cultural patterns and institutions. The implication of sociological perspectives for social planning and policy development will be emphasized.

Mr. Caro

#### 3.12 Community Analysis

The principal ways of conceptualizing community phenomena are reviewed and examined. These conceptualizations and the findings of community studies are probed for their usefulness in understanding the problems of American communities and what can be done about them.

Mr. Warren

#### 3.13 Problems of Deviance

The history, epidemiology, etiology, intervention strategies, and problems of deviant behavior. A selected number of problems such as mental health, drug addiction, crime are explored in depth.

Mr. Scott

#### 3.18 Theory and Research in Formal Organizations

In this course, students will critically examine theories concerning and research on formal organizations over the last hundred years, and analyse the structure and functioning of and issues concerning a formal organization of their choosing.

Ms. Roby

#### 3.21 Microeconomic Theory and Its Application to Social Welfare Policy

Major topics covered include: advantages and disadvantages of the competitive market mechanism, the distribution of income, market imperfections, and central planning alternatives. This course is a prerequisite for other economics courses.

Mr. Schulz

Mr. Sclar

#### 3.22 Urban Economics

This course will consider factors affecting the location of economic activity among and within metropolitan areas, the economic development of urban areas, the fiscal problem of sub-national governments, the prospects for the development of black ghettos, and the prominent problems faced by most urban economies.

Mr. Hausman

3.25 Labor Economics and Manpower Planning

A basic course in the manpower program. Topics considered: (1) Labor force participation; (2) Determination of aggregate wages; (3) Analysis of relative wage rates; (4) Role of capital theory in returns to education and relative wages; (5) Problems of discriminated groups; (6) General areas of retraining; (7) Manpower planning; (8) Assistance to disadvantaged groups to enter the labor market.

Mr. Hausman

3.31 Socio-Political Theory and Public Policy

The bearing of classical social and political theory on contemporary problems in social welfare policy, with particular reference to urban problems. Such concepts as state vs. society, representation and leadership, and democratic participation are explored, as they relate to issues such as the political structuring of American cities, and the control of neighborhood institutions.

Mr. Fein

3.32 Urban Politics in the United States

An examination and analysis of government, politics, and policy development in urban America. Throughout the latter half of the course, special attention will be given to questions concerning the development and execution of public policy for urban areas, and the functions of professional planning in a pluralistic political system.

Mr. Binstock

3.33 American Politics and Social Policy

Readings and class discussion on: (1) theories of American national politics, what and who determines elections and policies; (2) selected case studies of social legislation and administration; (3) re-evaluation of theories in light of cases; (4) possible reforms to the system. Class participation in selecting theories, cases, and reforms to be analyzed.

Mr. Brower

3.35 Social Policy Formation in Contemporary Political Systems

This course is designed to familiarize students with social and political factors affecting the formation of social policy in selected industrialized nations. Rather than dealing with policy implementation and service delivery (areas dealt with elsewhere in the curriculum), attention is focused on (a) cultural and institutional factors; (b) theories and data regarding the politics of social policy formation; and (c) the recent and continuing evolution of political life in what is often referred to as "the post-industrial world."

#### 4. RESEARCH

##### 4.01-

##### 4.02 Research Methods and Statistics

The purpose of the course is to introduce students to social research. Basic concepts of research design and statistical techniques will be integrated and in addition students will be instructed in the use of the statistical package for the I.B.M. 360, DATATEXT. It will be expected that upon completion of the two semester course students will be knowledgeable about research design, understand and be able to apply statistical techniques including simple correlation and analysis of variance, operate the key punch, and organize, submit and interpret runs on the computer. Work on the computer will be integrated with classroom lectures. Each student will be provided with data and staff are available to provide necessary technical assistance.

Mr. Kurtz

##### 4.04 Regression and Analysis of Variance

The course will deal with simple correlation, partial and multiple correlation and analysis of variance. Since most problems will be done by computer program, a knowledge of the computer as well as elementary statistics is assumed.

Mr. K. Jones

##### 4.06 Factor Analysis and Multivariate Designs

This course will introduce the student to and give him experience with multivariate methods. It will involve the completion and report of a multivariate analysis using computer techniques. This will be worked out with the instructor and will normally be allied with the student's dissertation topic or proposed topic.

Mr. K. Jones

##### 4.07 Field Methods in Research

This course will offer students an intensive field experience in a Waltham, Boston or Massachusetts agency or organization which is dealing with urban problems. In the course students will develop a framework for evaluating and researching urban social welfare programs and policies as well as for learning about the problems themselves.

Ms. Roby

##### 4.08 Evaluative Research

The role of evaluation in programs of directed social change and methodological strategies appropriate to program evaluation. Primary methodological emphasis is on adaptation of experimental designs. Problems in establishment of the evaluation role, execution of research, and implementation of findings are discussed.

Mr. Caro.



4.10 Theory, Design and Inference

An introduction to the process of theory construction in relation to research designs, proposals, and reports. Readings in the course include literature from philosophy of science to problems in drawing inference from statistical findings. Registration by permission of instructor.

Mr. W. Jones

5. SPECIALIZED COURSES

5.12 Medical Care Delivery Systems

The purpose of this course is primarily to familiarize students with medical care delivery in the United States today. Emphasis will be placed upon the multiplicity of service models. An attempt will be made to understand how the various systems evolved and how individuals sort themselves out within the structure. In order to gain a better perspective on the systems, their historical development will be reviewed and they will be compared with systems in other countries.

Mrs. Klerman

5.13 Policy Issues in Health and Medical Care

The purpose of this course is to provide students with an understanding of the forces that shape the current medical care system and to identify the types of changes that have (in the past) and might (in the future) reflect deliberate policy interventions. The relationship between objectives of policies and their impact and the potential impact of alternative influences on medical care in changing the medical care system will be examined. The approach will include analytic studies and case study materials.

Mr. Rosenthal

5.21 Psychological and Social Processes of Aging

An examination of theories and research related to the adult phases of the human life cycle. The nature of personal and social changes characterizing middle and old age will be explored. The course is designed to respond to different levels of student background both in the social sciences and in gerontology.

Mrs. Howell

Mrs. Frederick

5.22 Policy Issues in Aging

An analysis of various issues and policy problems in aging with emphasis on the evaluation of resulting policies and programs. Topics covered will vary from year to year, depending on instructor and student interest and current developments in the field.

Gerontology Faculty

- 5.42 Comprehensive State Planning for the Handicapped  
An introduction to the realities of state planning with particular reference to new approaches aiming at comprehensive state wide planning for services to handicapped citizens. Origin, methodology and effectiveness of an example of planning in one of the states.

Mr. Dybwad

- 5.52 Public Policy Within the Jewish Community  
Organized communities within America may be viewed as policy-making entities. The degree to which the policies they pursue are explicit rather than implicit, consistent rather than inconsistent, and well-informed rather than poorly-informed, will vary. So, too, will the nature of power distribution within the community. Such issues will be examined within the Jewish community.

Mr. Fein

- 5.72 Community Mental Health  
This course attempts to identify, describe and classify concepts which collectively constitute a framework for community mental health programs. Concepts derived primarily from social science theory are utilized. Selected policy issues associated with current community mental health approaches will be analyzed.

Mr. Scott

- 5.74 Urban Models and Urban Policy  
Particular urban problems and proposed and existing national, state and local policies to combat these problems will serve as the context in which the works of important urban economists and social scientists will be studied. At the same time, these works will serve as a context in which to critically evaluate urban policy.

Mr. Sclar

Courses in other departments:

Contemporary Jewish Studies 205a, Theory and Practice of Jewish  
Communal Service: Small Group Theory - Mr. Reisman

Contemporary Jewish Studies 205b, Theory and Practice of Jewish  
Communal Service: Group Leadership - Mr. Reisman

The following courses are not offered in 1972-73:

- 1.04 Policy Issues in the Social Services
- 2.00 Introduction to Social Planning
- 2.01 Principles and Methods of Social Planning
- 2.02 Advanced Seminar in Social Policy Planning
- 3.15 Social Philosophies and Social Movements
- 3.17 Social Theory and Social Change
- 3.19 Seminar on Occupations and Professions
- 3.27 Economic Role of the Public Sector
- 5.11 Sociology of Health and Medical Care
- 5.15 Health, Community and Society
- 5.31a Social and Psychological Aspects of the Employment Relationship
- 5.31b Urban Education and Manpower Policy
- 5.32 Manpower Problems of the Disadvantaged
- 5.61 Social, Physical and Psychological Processes in Children and Adolescents

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Ellen S. Feldman '73

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To Be Filled

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Ph.D., Brandeis University, Heller Graduate School	
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A.B., Ph.D., Harvard University	
Michael Brower	Lecturer in Political Economics
Ph.D., Harvard University	
Francis G. Caro	Associate Professor of Social Research
B.S., Marquette University; Ph.D., University of Minnesota	
Dennis A. Derryck	Assistant Professor of Manpower Planning
M.Sc., Ph.D., Fordham University	
Gunnar Dybwad	Professor of Human Development
J.D., University of Halle, Germany; Certificate, New York School	
of Social Work	
William F. Eicker	Associate Professor of Social Research
M.A., Ohio State University; Ph.D., University of California, Los Angeles	
Leonard J. Fein	Professor of Politics and Social Policy
M.A., Ph.D., Michigan State University	
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(On the Morse Chair in Urban Studies)	
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B.D., Vanderbilt University; Ph.D., New York University
- Madukhar V. Joshi Assistant professor of Social Research  
M.S., University of Bombay, India; Ph.D., Case Institute of Technology
- Norman R. Kurtz Associate Professor of Social Research  
B.D., Wartburg Seminary; Ph.D., University of Colorado
- \*\*\*Robert Morris Professor of Social Planning  
M.Sc., Western Reserve University, School of Applied Social Sciences;  
D.S.W., Columbia University  
(On the Kirstein Chair in Social Planning)
- \*\*Robert Perlman Associate Professor of Social Welfare  
M.S.S.A., Western Reserve University, School of Applied Social Sciences;  
Ph.D., Brandeis University, Heller Graduate School
- Pamela A. Roby Assistant Professor of Social Research  
M.A., Syracuse University; Ph.D., New York University
- Charles I. Schottland Professor of Social Welfare  
A.B., University of California, Los Angeles; Certificate, Graduate School for Jewish Social Work, New York School of Social Work
- James H. Schulz Associate Professor of Welfare Economics  
B.A., Miami of Ohio; Ph.D., Yale University
- Elliott Sclar Assistant Professor of Urban Politics  
Ph.D., Tufts University
- Violet M. Sieder Professor of Community Organization  
M.A., University of Chicago, School of Social Service Administration;  
Ph.D., Brandeis University, Heller Graduate School  
(On the Stein Chair in Human Rehabilitation)
- Roland L. Warren Professor of Community Theory  
B.S., New York University; Ph.D., Heidelberg University, Germany
- J. Jepson Wulff Lecturer in Systems Development  
Ph.D., Yale University

- \* On leave 1972-73  
\*\* On Sabbatical 1972-73  
\*\*\* On Sabbatical - Spring term 1972-73





RESEARCH STAFF

Bryan Bremner, M.S.	Research Associate
Carolyn Cherington, M.S.W.	Research Associate
Rosemary Dybwad, Ph.D.	Research Associate
Karen L. Frederick, M.A.	Research Associate
Mary Hyde, M.A.	Research Associate
E. Milling Kinard, M.A.	Research Associate
Helen Kistin, M.A.	Research Associate
Carol Smith, B.A.	Research Associate
Jane Ward, B.A.	Research Associate
Myrna Weiner, B.A.	Research Associate
H. Leslie Wilmot, B.A.	Project Manager
Peter Woll, Ph.D.	Faculty Associate

ADMINISTRATIVE

Arnold Gurin, Ph.D.	Dean
Nita Goldstein, B.A.	Administrative Assistant and Registrar
Patricia Hill	Executive Secretary
Mildred Guberman, M.S.W.	Director of Admissions



THE FLORENCE HELLER GRADUATE SCHOOL FOR ADVANCED STUDIES IN SOCIAL WELFARE

RESEARCH AND TRAINING GRANTS

As of October, 1972, the ongoing projects are listed on the following pages:

(Dollar amounts quoted refer to the current fiscal year.)



RESEARCH GRANTS

\$56,526

Duration: 3 Years

Up to: June, 1973

Principal Investigator:  
David Gil

Research Assistant:  
Salima Omer

PR-288-1A(C2): Social Policy Study Program. Children's Bureau Office of Child Development: (CWRD); HEW

This grant supports a series of studies concerned with the effects on child, family and community life of alternative social policies.

The program developed during earlier stages a universally valid conceptual model of social policies and a standard framework for the analysis and development of social policies. The program is now focused on implications of the conceptual model for social and political action aimed at structural social change.

\$46,120

Duration: 1 Year

Up to: June 30, 1973

Principal Investigator:  
Michael Brower

Research Assistant:  
Lisa Swallow

PR-288-1B(C): Social Policy Study Program B. The Effects of Wealth Distribution on Children in America (CWRD); HEW

Twofold purpose: (1) An analysis of the distribution of various kinds of wealth or property in the U.S. and of the distribution of income, and of trends in recent years in these distributions with an analysis of the influences this economic structure has in the political system, including the financing of elections and of lobbying activities. (2) a detailed study of the impacts of this political-economic system on child well-being and development, including the abilities of both parents and governmental agencies to provide children of various regions and strata with such basic inputs as nutrition, health and education and with the more intangible inputs which help to determine a child's self-image and sense of identity.

\$303,013

Duration: 3 Years

Up to: December, 1972

Co-Principal Investigators:

William F. Eicker

J. Jepson Wulff

Project Associates:

Leslie Wilmot

Bryan Bremner

Jane Ward

Tech. Administrative Assistant:

Mary Zulalian

Assistant Professor:

Madhukar Joshi

MH 18758-03: Systems Technology Applied  
to Social and Mental Health. NIMH

A research project to apply the full range of systems technology to community mental health and health and welfare services. Applications of systems analysis, to derive data on current health and welfare operations, together with mathematical modeling and computer simulation techniques. Further developments of a health and welfare problem-oriented simulation language, HAWSIM, and a decision laboratory are planned. It is intended to conduct definitive design activity, using perturbed health and welfare models and computer simulation programs, to evaluate alternative design configurations by cost benefit and other analysis. Techniques and strategies will be employed to involve all levels of administrative management in the design process, and to bring about their participation with simulated models in the decision making process of providing human support services.

\$87,335

Duration: 1 Year, 3 months

Up to: September, 1972

Principal Investigator:  
Dennis A. Derryck

Research Assistants:  
George Washington  
Rachel Winkeller

82-25-71-36: Improving the Retention Rate of Indentured Apprentices in the Apprenticeship Outreach Programs.  
Manpower Administration U.S. Department of Labor.

Twofold purpose: (1) To specify both the needs of indentured apprentices and the institutional arrangements that currently exist that would facilitate the retention of apprentices currently being placed by the Apprenticeship Outreach Programs; and (2) To specify the skills related to productivity for two crafts and the means whereby these skills can be assessed to facilitate possible advanced placement of individuals in the construction industry.

\$208,104

Duration: 5 Years

Up to: May, 1975

Principal Investigator:  
Robert Binstock

Senior Faculty Associate:  
Peter Woll

Project Directors:  
Aging -- Robert Hudson  
Developmental Disabilities --  
Carolyn Cherington

Research Associates:  
Karen Frederick  
Myrna Weiner

Research Assistants:  
Martha Velez  
Paul DeLuca  
Gail Robinson

93-P-75174/1-03: The Roles and Functions of State Planning Systems.

The central purpose of this study is to provide detailed empirical knowledge of state government planning systems as they actually operate, with different combinations of technical planning tools, structural arrangements, and functions. By examining state planning in aging, mental retardation, vocational rehabilitation, and other fields, the project is exploring the evolving new approaches to federalism, through which a series of parallel state planning systems are looked to by Washington as channels for promulgating "central planning" ideas, policies, and priorities.

\$147,387

Duration: 3 Years

Up to: June, 1974

Co-Principal Investigators:

Kenneth Jones

Gunnar Dybwad

Research Associates:

Mary Hyde

Carol Smith

E. Milling Kinard

Research Assistants:

Abby Gould

Barry Sun

Legal Consultant:

Donald Freedman

\$170,713

Duration: 18 months

Up to: November, 1972

Principal Investigators:

Leonard Hausman

Barry Friedman

Research Assistants:

Thomas Glynn III

Michael Gwin

RSA-EV-6-72: Evaluation of the Process of Periodic Review of the Developmentally Disabled of the State of Massachusetts.  
Division of Project Grants Administration  
SRS.

A study to evaluate the effects of legislation recently enacted in the State of Massachusetts which requires that there be an annual review of persons in State Schools for the Mentally Retarded. The results of this evaluation should help to determine the future course of review procedures in other states.

51-25-71-03, 51-25-71-05

U. S. Department of Labor

This study is designed to result in a research strategy for the Manpower Administration in the Department of Labor to be used in studying the impact of the Family Assistance Plan on various forms of economic and social behavior. The central research issues will be identified, ways of studying them will be proposed, and they will be assigned priorities to enable the Manpower Administration to spend its OFF-FAP research funds most effectively.



\$100,000

Duration: 3 Years

Up to: August, 1973

Program Director:  
Robert Morris

Associate Director:  
Frank Caro

Senior Policy Associate:  
Sandra Howell

Research Associates:  
Helen Kistin  
Elliott Sclar

LI 1972-73: Levinson Gerontological  
Policy Institute:

(1) To put to more immediate and practical use for the direct benefit of aging persons those scientific research findings which have been developed over the past few years. The Institute will seek to identify those obstacles which prevent or obstruct rapid application of research findings, and will seek to develop means for overcoming them.

(2) To enlarge the understanding of the national and regional policymakers concerning the requirements of the elderly produced by the technical, social and institutional changes in American society. Various means will be tested to reach the deeper understanding of key policy-makers about such matters.

(3) To stimulate the development of original and feasible policy for meeting the immediate and emerging problems of aging Americans.

\$25,000

Duration: 1 Year

Up to: August, 1973

Staff:  
Francis Caro  
Robert Morris  
Gerald Eggert

Tri-State Regional Medical Program

Planning grant to develop a model for community-based maintenance care for aged and disabled patients in Massachusetts.

\$5,000

Staff:  
Sr. Kathleen Popko

Research contract with Hartford Hospital

Program potentials in Gerontology for an acute general hospital.

\$38,200

Duration: 2 Years

Up to: September 30, 1974

Principal Investigator:  
(Brandeis)  
Howard E. Freeman

NSF (with Harvard University and University of California at Irvine) GS33047  
Collaborative Research on Uniform Measures of Social Competence

This program represents an initial effort to identify, through theory development and empirical research, dimensions of social and psychological competence.

\$14,885

Duration: 7 months

Up to: March 15, 1973

Project Director:  
Robert Binstock

Research Associate:  
Rose Halman

94-P-76013-1/01: Development of Gerontological Resources (AOA)

The general objective of this project is to assemble and make available to the federal government the best available information and thinking as to how universities can most efficiently and usefully meet the sharply accelerated demand for knowledge, trained manpower, and technical assistance to deal more effectively with social problems of aging in the United States.

Duration: 5 Years

Up to: October 31, 1973

Principal Investigator:  
Roland Warren

MH 15082.04 (2749): Interorganizational Behavior of Mental Health Agencies in the Model Cities Program: NIMH

This is a study of the interorganizational behavior of major urban community agencies in the developing Model Cities programs in nine cities. It examines the relationship between coordinative behavior, program innovation, and a number of interorganizational variables. In addition, it examines the relationship between these interorganizational variables and the ability of mental health agencies to initiate and implement new programs as a part of the Model Cities program.

\$127,223

Duration: 2 Years

Up to: October, 1974

Principal Investigator:  
Elliott Sclar

Research Assistants:  
Charles Levenstein  
Daniel Luria  
Barbara Sproat

1-R01 MH22407-01: Intra-Urban Migration  
Determinants: Boston 1870-1970. Center  
for Studies of Metropolitan Problems. NIMH

The proposed research intends to develop a model of intra-urban migration which extends existing models. Models presently used for the development of urban social policy portray the metropolitan population as bi-modal, containing an impoverished center city population and an affluent sub-urban population. The proposed model, by focusing upon variables related to transportation, tax and expenditure systems, real estate values and the demographic characteristics of age, ethnicity and income will extend these models to explain the crucial role played by the middle class, middle income segment of metropolitan population in process of urban growth and decay.

A principal hypothesis of this study: cost burdens engendered by the process of urban expansion has fallen disproportionately upon this middle group resulting in resistance to much government policy and the widely observed patterns of alienation of this group. The development of a model including this group will not only lead to the development of more effective policy but also to an understanding of the social services required by this group but often overlooked.

TRAINING GRANTS

\$235,452

Duration: 7 Years

Up to: August 31, 1973

Program Director:  
James H. Schulz

Faculty Associates:  
Sandra Howell  
Mildred Guberman  
Robert Morris  
Robert Binstock  
Norman Kurtz

No. of Stipends - 20

94-P-05000/1-07: Social Gerontology-  
AOA Training Program in Social Gerontology

Designed to prepare individuals for key roles in research, planning, and administration addressed to social problems and social policy development. This program emphasizes a strong generic foundation in social theory, planning, and research methodology which can readily be adapted by individuals following a subsequent career in gerontology. It is intended to augment the general course of instruction in planning, administration and research with certain specialized instruction in the field of gerontology.

\$150,380

Duration: 5 Years

Up to: June 30, 1977

Program Director:  
Howard E. Freeman

Program Co-Directors:  
David J. Myerson  
John F. Scott

Training Coordinator:  
Lorraine Klerman

Visiting Lecturers:  
Edward Prunier  
Howard Lee Wiley

Research Associate:  
John Morris

No. of Stipends - 4 per year, 4 years  
each

This program is designed to prepare psychiatrists for careers in social research within the mental health field. In the course of the four year program operated in cooperation with the Worcester State Hospital and the Worcester Youth Guidance Center, trainees will fulfill all requirements for a psychiatric residency and for a doctorate at the Heller School. Individuals completing the program will have the clinical skills required for psychiatric practice as well as technical expertise in social science research methods and a background in social welfare, social policy, planning and administration, and social science concepts. Applicants will be admitted after completion of medical school or internship and will divide their time between clinical training in adult, child, and community psychiatry at the cooperating institutions, and academic work and research experience at the Heller Graduate School.

\$75,000

Duration: 4 Years

Up to: July, 1973

Project Director:  
Dennis Derryck

Program Director:  
Wyatt C. Jones

31-23-70-01(M2): Center for Manpower  
Administration and Research

An institutional grant from the Department of Labor to train planners and researchers in the field of manpower, with particular emphasis on career ladders in health, welfare, employment and rehabilitation services.

\$68,125

Duration: 7 Years

Up to: June 30, 1974

Program Director:  
Violet M. Sieder

No. of Stipends - 6

5 T01 MH07894-11: Mental Health - NIMH

To train experienced professional social workers with a masters degree for leadership positions in the field of planning, administration, research or teaching in the broad area of community mental health.

\$85,747

Duration: 5 Years

Up to: June 30, 1977

Program Director:  
Norman Kurtz

Faculty Associates:  
Wyatt Jones  
Henry Cutter

No. of Stipends - 4

PHS-NIAAA

1 T01 MH13185-01: Alcoholism Training  
Grant

A program to train doctoral candidates to apply the relevant knowledge of social science, planning, social policy analysis, and social research to problems of alcohol abuse.

Students will also receive field experience in various aspects of the field of alcoholism.

\$81,505

Duration: 7 Years

Up to: August 31, 1979

Program Director:  
David Austin

No. of Stipends - 11

46-P-05136/1-01: Leadership Training  
for Practice and Education SRS

A program for the further development of an existing program for training social workers at the doctoral level for positions of leadership in the social welfare field and for a new program to prepare educational leaders for undergraduate programs of social work training.

\$51,331

Duration: 6 Years

Up to: August 31, 1973

Program Director:  
Gunnar Dybwad

Faculty Associates:  
Kenneth Jones  
Norman Kurtz

No. of Stipends - 5

44-P05043/1-08: Vocational Rehabilitation  
Rehab Services Administration - SRS  
"Teaching Grant and Traineeships in  
Rehabilitation Administration and Research."

\$25,000

Program Director:  
Leonard J. Fein

No. of Stipends - 2

Hornstein Program in Jewish Communal  
Service:

To provide people interested in professional careers serving Jewish communities with a program of graduate study which integrates courses in social welfare planning, administration and research, and courses in Jewish culture structure, history and values.

\$27,000

Duration: Annual renewal

Project Director:  
Wyatt C. Jones

No. of Stipends - 2

Veterans Administration

Stipends for students and faculty support for programs of dissertation research involving patient care, treatment, and delivery of services to Veterans Administration patients and clients.

\$148,049

Duration: 3 Years

Up to: September, 1975

Co-Principal Investigators:  
William F. Eicker  
J. Jepson Wulff

Assistant Professor:  
Madhukar Joshi

Technical Administrative Assistant:  
Brian Dorsey

Project Assistant:  
Hans Gotzman

MH22921-01: Applied Training in Human  
Service Technology. NIMH

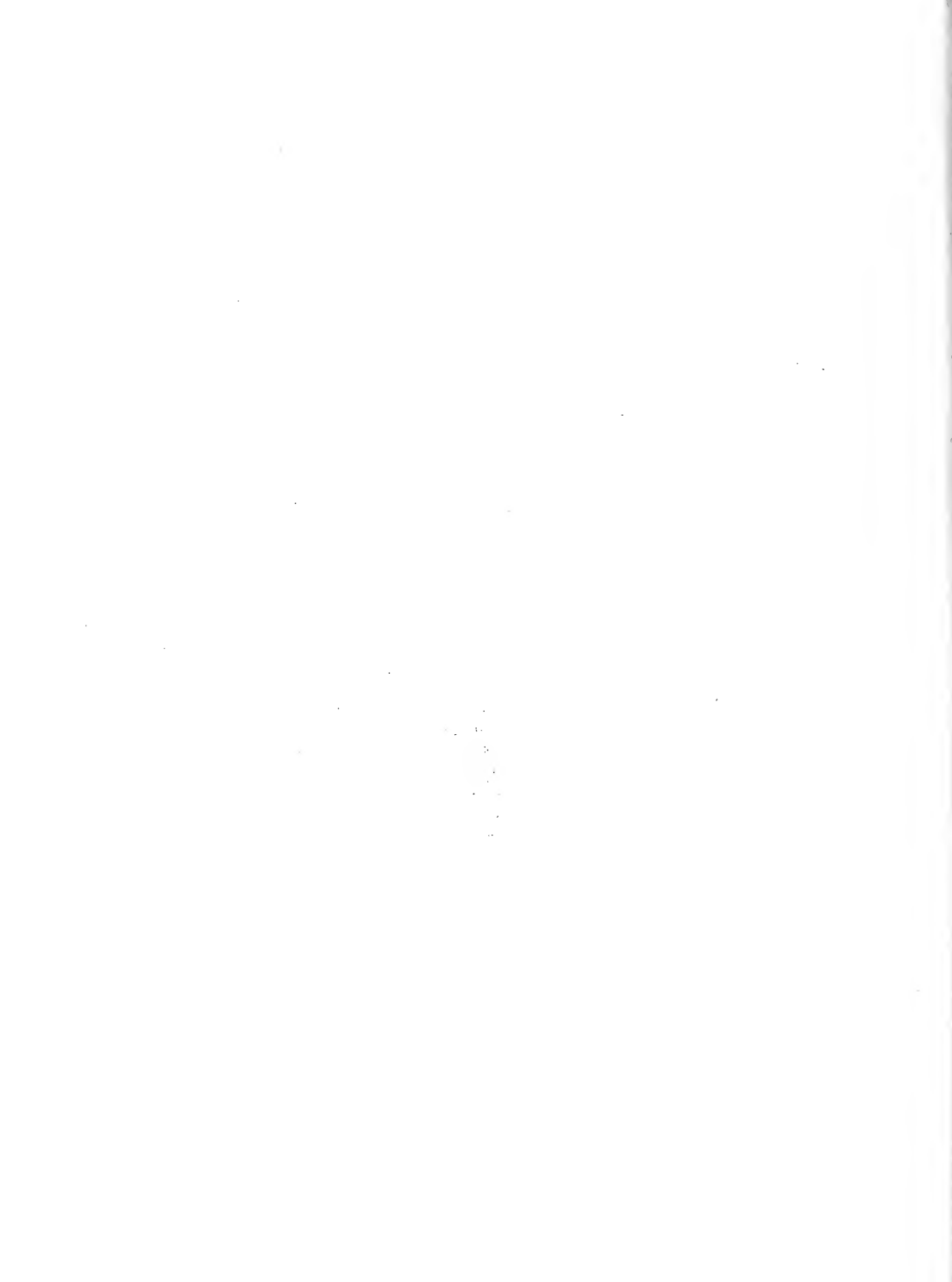
A four part program to achieve the following objectives:

(1) To provide familiarization with system technology for state, regional, and municipal leaders in the mental health field so that they may support and encourage major development programs using system technology, support the development of system analysis staffs, and be capable at evaluating programs which have employed system technology.

(2) To provide workshops for community-level mental health leaders so that they may better support local development programs using system technology.

(3) To offer in-depth training and technical support for a development manager and an assistant from each of two communities which offer promise as sites where the full use of system technology can be evaluated.

(4) To give support to students in training for the Ph.D. at the Heller School who wish to become teachers or researchers specializing in the application of system technology - or who wish to manage programs which will develop advanced human service systems.





BRANDEIS UNIVERSITY BULLETIN

Florence Heller Graduate School  
for  
Advanced Studies  
in  
Social Welfare

1973/1974

Waltham, Massachusetts



The Florence Heller Graduate School for Advanced Studies in Social Welfare is a professional school established by Brandeis University to provide an educational program directed toward leadership responsibility in the field of social welfare. The school was made possible by an initial endowment from the late Mrs. Florence G. Heller of Chicago. It was organized in 1959 following careful study by the President, the Administration, and the Board of Trustees of Brandeis University after consultation with a distinguished panel of social work educators and social welfare authorities.

The School is housed in the Florence Heller Building complex which includes the Benjamin Brown Research Building. These buildings contain classrooms, faculty offices, student study rooms and research facilities. The buildings are devoted entirely to the activities of the School. They are located next to the Goldfarb Library and ideally situated with reference to the various other resources of the University.

#### PURPOSES

The educational program of the School is designed to produce graduates who can take positions of leadership in the social welfare field. Social welfare is viewed by the Heller School in broad terms as a developing field whose definitions and boundaries are evolving con-

stantly in response to growing understanding of human needs. Social welfare today involves a wide range of interventions in the solution of social problems, cutting across a number of traditional fields and disciplines such as social work, health, education, housing, employment, urban planning, public policy and administration.

Heller School graduates are expected to enter careers where they can engage in innovative activity contributing to the future development of knowledge and practice. Many graduates are teachers and administrators in schools or departments of social work, social policy, urban planning, and related fields. Others are engaged in research careers or as planners and administrators in various human service activities.

In addition to its training program, the School conducts an active program of policy-oriented research related to its broad range of social welfare interests. Research projects are interdisciplinary in character and usually involve collaborative activity between faculty and advanced students. The general purposes of research projects are to increase understanding of social problems, to explore new and more effective ways of intervening in social problems, and to improve the methods of evaluating the impact of such intervention.

Members of the Heller School faculty engage, individually and collectively, in extensive consultation and service activities on behalf of both governmental and voluntary organizations, at local, state, regional, national, and international levels. They occupy prominent positions on governmental advisory commissions, task forces, and review panels. These outside activities, in addition to providing service to the community, frequently also serve as channels for student training in research and consultation.

### DEGREE OFFERED

The Heller School offers a program of study leading to the Ph.D. degree. Students are admitted either with or without a previous Masters level graduate degree. Minimum full-time residence requirements are one year for students entering with a prior graduate degree and two years for others. The normal expectation, however, is for at least one additional year of full-time residence beyond these minimum requirements.

### Requirements

To qualify for the Ph.D. degree, students are required to:

1. Demonstrate competence in the core areas. (Specified below).
2. Complete a substantive paper showing evidence of competence in a specialized area.
3. Pass a foreign language examination.
4. Complete an acceptable doctoral dissertation.

Students without previous experience are required, in addition, to complete a practicum or internship which will provide an opportunity to engage in some aspect of practice in the social welfare field.

### COURSE OF STUDY

The Heller School offers an individualized program of study designed to meet the needs of each individual student in relation to previous education and experience, as well as future goals. Each student will be guided throughout his studies at the Heller School by an advisement committee consisting of members of the Heller School faculty, and, if indicated, faculty members from other departments at Brandeis or from other universities. The curriculum of the School is organized about a series of course offerings in social welfare; social

science; social research; policy, planning, and administration; and specialized courses in a number of substantive fields.

The offerings include core courses designed to help students achieve competence in the following areas:

1. Knowledge of the field of social welfare -- its history, structure, fields of activity, policy issues, value commitments and the nature of professional activity within the field.
2. Ability to use theoretical materials from at least one of the social sciences or other disciplines in relation to applied problems in the field of social welfare.
3. General knowledge of research methods employed in the field of social welfare, including collection, processing, and analysis of data; and of the relationship of systematic investigation to policy and planning.
4. General knowledge of methodology of policy analysis, planning and administration as relevant to the field of social welfare.

Other courses are designed, along with practica, internships, work-study plans, and other learning experiences (as determined in consultation with advisement committees) to help the student acquire competence in the following specialized areas:

1. Substantive fields.

The student will be expected to demonstrate expertness in one or more substantive fields of social welfare. This will involve mastery of the theoretical and research literature relevant to the problems in the field, knowledge of policy issues and alternatives, and evaluation of modes

of intervention that have been or might be applied.

The level of expertness expected upon completion of the Ph.D. includes not only the ability to make a critical evaluation of existing literature and practice but the ability to contribute to the growth of knowledge and/or the improvement of practice in the chosen field.

Courses and/or tutorials are available in the following substantive fields:

- |                            |                            |
|----------------------------|----------------------------|
| a. Alcoholism              | g. Jewish communal service |
| b. Child welfare           | h. Manpower planning       |
| c. Community mental health | i. Mental retardation      |
| d. Gerontology             | j. Rehabilitation          |
| e. Health planning         | k. Social services         |
| f. Income maintenance      |                            |

2. Specialized skills

The student will be expected to demonstrate a professional level of skill in identifying problems, designing projects, and mobilizing relevant conceptual and methodological resources in at least one of the following areas:

- a. Social problem and social policy-oriented research.
- b. Social policy analysis, social planning, and administration.

COURSES OUTSIDE THE HELLER SCHOOL

Students may, with the agreement of their advisement committees, enroll for courses in other departments of Brandeis University. The

privilege of auditing courses at Brandeis without fee is extended to all students of the Heller School. Courses may be either at the graduate or undergraduate level. Permission to audit must be obtained from the course instructor.

Through a reciprocal arrangement, Heller School students have access to courses in the Department of Urban Studies and Planning of the Massachusetts Institute of Technology, including a seminar on Social Policy and Urban Planning which is sponsored jointly by both schools. Heller School students may also avail themselves of the graduate school consortium in which Brandeis University participates with Boston College, Boston University, and Tufts University. By special arrangements, Heller School students may also take courses in other programs in the ~~Boston area~~ Boston area.

The Heller School has official collaborative relationships with the Hebrew University in Israel and with a consortium of educational institutions in Italy. In addition, individual faculty members have ongoing working contacts with educational and research institutions in England, Israel, and a number of European countries. These contacts can be used on an individualized basis to facilitate student research activity that has an international dimension.

THE BENJAMIN S. HORNSTEIN PROGRAM  
IN JEWISH COMMUNAL SERVICE

The Benjamin S. Hornstein Program in Jewish Communal Service at Brandeis University is sponsored jointly by the Florence Heller Graduate School for Advanced Studies in Social Welfare and the Philip W. Lown Center for Contemporary Jewish Studies. The program is designed to prepare students for professional careers in Jewish communal service, combining training in professional skills with extensive background in Jewish studies.



Course offerings deal with Jewish history and thought, contemporary Jewish issues, policies and programs in the field of social welfare, and social policy, planning and administration. Course work is expected to take approximately two years, with the third year devoted to preparing a dissertation. Internship experiences are available, depending upon the background and career interests of the student. Graduation requirements include a reading knowledge of Hebrew or Yiddish.

Applicants desiring to enroll in the Hornstein Program as Ph.D. degree candidates should follow the general admissions procedure of the Heller School as described below. Candidates must have a previous graduate degree and/or substantial work experience in some areas relevant to the purposes of the Program.

#### ADMISSIONS

Individuals wishing to be considered for admission should obtain formal applications from the Director of Admissions, Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University, Waltham, Massachusetts 02154. Applications should be completed and returned as early as possible, but in any case no later than February 1. Admissions decisions will be made no later than April 1.

All applications are considered on a competitive basis. Preference in admissions is given to students who have had previous experience in social welfare or a related field.

The two major criteria used in considering applicants are:

- 1) academic competence to complete the work of the Heller School, and
- 2) compatibility between the applicant's expressed interests and career goals and the program of the School.

The applicant is responsible for furnishing official transcripts of all previous academic work, undergraduate and graduate. If any of the standardized aptitude tests, e.g. Graduate Record Examination or Miller Analogies Test are taken, applicants are advised to have results submitted to the Admissions Office. Personal interviews may be arranged between the applicant and a representative of the School.

Housing: Graduate Housing is available on campus. More detailed information is available upon request.

Parking regulations: Any vehicle which is driven and parked on campus must be registered with the Department of Security and Safety and must be assigned a parking space. A complete set of parking and traffic regulations is available at the Department.

Dismissal from the University: The University reserves the right to dismiss or exclude at any time any student whose character, conduct, academic standing or financial indebtedness it regards as undesirable, through disciplinary procedures established in the Graduate School. Neither the University nor any of its Trustees or officers shall be under any liability whatsoever for its disciplinary action, exclusion or dismissal.

#### TUITION AND FEES

Application fee: A fee of \$20.00 is payable by all applicants for admission at the time the application for admission is submitted. Checks and money orders should be made payable to the order of Brandeis University. No application for admission will be processed until this fee is paid. This fee is not required of Brandeis graduates.

Tuition: All full time students will pay the regular tuition of

\$3100 per year, the same tuition required of all students at Brandeis University. No refund of the tuition fee will be made because of absence, illness or dismissal during the academic year. If a student withdraws from the University within 30 days before the beginning of classes, he may petition for partial refund of tuition. A refund may be denied without any reason for such denial being stated.

Student Health Plan: Students must be covered by some form of health insurance. Any student not already covered must participate in the University Health Insurance Plan. Services provided by University Health Services are available at Stoneman Infirmary and the Mental Health Center. There is an optional family health insurance plan for married students which makes their dependents eligible for these on-campus services.

Post-Residence Fee: Students who have completed their residence requirements and who wish to continue in residence to utilize any academic service or University facility must register at the usual tuition rates. Graduate students whose tuition is not being paid from scholarship or fellowship funds awarded by the University or other sources may petition the Dean of the Heller School for a reduction of the post-residence fee to \$250. A student who is eligible for registration on the post-residence basis may file a program card for full-time study, in terms of courses or in terms of time or any combination thereof, provided his advisement chairman approves of the program of study as being a full-time program and signs the program card.

Continuation Fee: \$20.00. Payable annually by graduate students who have completed residence requirements and who are not registered during the period in which they are preparing for the completion of degree requirements. Students in this category are not eligible for leave of absence.

Final Doctoral Fee: \$250. This fee covers all costs for the year in which the Ph.D. degree will be conferred, including the costs for the microfilm publication of the doctoral dissertation, the publication of the abstract of the dissertation in "Dissertation Abstracts," copyright protection for the author if desired, issuance of a Library of Congress number and appropriate library cards, binding of two copies of the dissertation, one for use in the University Library, and one Xerox-printed copy in book form for the author. The Final Doctoral Fee also covers the rental expenses for academic robes for the candidates at graduation and cost of the diploma. Students who have been in residence in their final year may deduct any tuition charges which they may have paid to the University in that final year. Students who have paid the Continuation Fee in the final year may deduct that fee from the Final Doctoral Fee.

NOTE: All candidates for the Ph.D. degree must pay the \$250 Final Doctoral Fee prior to the receipt of their degrees.

## CURRICULUM

The courses that comprise the curriculum of the School are classified under the four areas of core requirements as specified in the degree requirements listed above. Elective courses in specialized areas are listed separately. The student's program of study will be formulated and revised in periodic consultation with his advisement committee.

### 1. SOCIAL WELFARE

#### 1.01 Social Welfare Programs in the United States (American Studies 192a)

This course is designed to give the student an overview of social welfare programs, current trends in the social welfare field, and the backgrounds of the major social welfare services. It will stress the problems involved in delivery of services; the interplay of federal, state and local agencies; the changes in income maintenance programs; the problems of the consumer of services; and the recent developments in consumer representation, such as citizen boards, advocacy programs, client representations, and their significance to broad national policies on employment and health, mental health, and rehabilitation services.

Mr. Schottland

#### 1.08 Social Welfare Policy and the Law

A review of the law and its impact on social welfare programs. Law as an expression of social policy. Social policy as established by law through legislation, administrative regulations, and judicial decisions. Judicial decisions as the vehicles for social change. The law and social action -- critical points of citizen intervention in the statutory, administrative, and judicial processes.

Mr. Schottland

### 2. POLICY-PLANNING-ADMINISTRATION

#### 2.01 Perspectives on Social Policy and Planning

An experimental course with the following objective: to present bodies of material drawn from several social sciences that bear on the practice of social policy analysis, social planning and administration. The course will consist of several distinct subject areas but will provide opportunities at regular intervals for examining the inter-relationships among those areas.

Mr. Binstock,  
Mr. Friedman, and  
Mr. Gil

2.02 Social Planning and Policy Development

This advanced seminar will concentrate on recent complex approaches to social policy development and to social planning design. Orientation will be on outcome preferences and and the introduction of policies which will produce such outcomes through a series of intermediate actions generated by policy. The seminar will, therefore, avoid any concentration on specific services or input programs.

Mr. Morris

2.04 Problems and Issues of Administration

A workshop course for students who expect to be administrators or who wish to develop analytic skills useful to program planners and organizational consultants, which seeks through case analyses to develop skills in analyzing and solving administrative and organizational problems or in designing organizational arrangements that take account of internal and environmental constraints.

Faculty

2.05 Urban Planning and Social Policy (MIT 11.55)

A review of changes in urban social policy and evaluation of planning efforts to improve social and environmental aspects of urban life. Examples will include: (1) urban housing; (2) efforts to rebuild the inner city, including urban renewal programs; (3) health policies and programs; and (4) Model Cities programs as a move toward revenue sharing.

Mr. Morris

Mr. Frieden (MIT)

2.06 Urban Planning and Social Policy (MIT 11.56)

Continuation of 2.05 with emphasis on housing and manpower programs. May be taken independently of 2.05.

Faculty

2.14 Analytic Methods in Economic and Social Planning

This course will study some of the problems and techniques of planning. The desirability of planning will be considered along with comparisons of capitalism and socialism. Planning problems and experiences will be reviewed in both industrial and less developed countries.

Mr. Friedman

3. SOCIAL SCIENCE

3.11 Social Structure and Social Behavior

This course will survey the principal concepts of micro-sociology (such as role, status, interaction, and primary groups) and of macrosociology (such as stratification, formal organizations, and institutions). Particular attention will be given to American cultural patterns and institutions. The implication of sociological perspectives for social planning and policy development will be emphasized.

Mr. Caro

3.12 Community Analysis

The principal ways of conceptualizing community phenomena are reviewed and examined. These conceptualizations and the findings of community studies are probed for their usefulness in understanding the problems of American communities and what can be done about them.

Mr. Warren

3.13 Problems of Deviance

The history, epidemiology, etiology, intervention strategies, and problems of deviant behavior. A selected number of problems such as mental health, drug addiction, crime are explored in depth.

Mr. Scott

3.17 Social Change

Members of the seminar will analyze specific instances of attempted social change in relation to existing explanatory models and prescribed strategies of change. A purpose of the seminar is to explore various aspects of the relation of social change to social policy on the one hand and to changes taking place in American cultural values and living patterns on the other.

The seminar is purely exploratory. Meetings will consist principally of joint discussions regarding the development of individual studies by the members of the seminar, and later a consideration of their substance, and a discussion of their implications. Enrollment will be limited -- admission by permission of the instructor.

Mr. Warren

3.21 Microeconomic Theory and Its Application to Social Welfare Policy

Major topics covered include: advantages and disadvantages of the competitive market mechanism, the distribution of income, and market imperfections. This course is a prerequisite for other economics courses.

Mr. Schulz  
Mr. Sclar

3.22 Urban Economics

This course will consider factors affecting the location of economic activity among and within metropolitan areas, the economic development of urban areas, the fiscal problem of sub-national governments, the prospects for the development of black ghettos, and the prominent problems faced by most urban economies.

Mr. Hausman

3.25 Labor Economics and Income Maintenance

A basic course in the manpower program. Topics considered: (1) Labor force participation; (2) Determination of aggregate wages; (3) Analysis of relative wage rates; (4) Role of capital theory in returns to education and relative wages; (5) Problems of discriminated groups; (6) General areas of retraining; (7) Manpower planning; (8) Assistance to disadvantaged groups to enter the labor market.

Mr. Hausman

3.27 Economic Role of the Public Sector

The course is designed to highlight those aspects of economic analysis which relate the growing role of governments in the economy, with special emphasis on topics in the general area of social welfare.

Mr. Schulz

3.32 Urban Politics in the United States

An examination and analysis of government, politics, and policy development in urban America. Throughout the latter half of the course, special attention will be given to questions concerning the development and implementation of public policy for urban areas.

Mr. Binstock

3.35 Social Policy Formation in Contemporary Political Systems

This course is designed to familiarize students with social and political factors affecting the formation of social policy in selected industrialized nations. Rather than dealing with policy implementation and service delivery (areas dealt with elsewhere in the curriculum), attention is focused on (a) cultural and institutional factors; (b) theories and data regarding the politics of social policy formation; and (c) the recent and continuing evolution of political life in what is often referred to as "the post-industrial world."

Mr. Hudson



4. RESEARCH

4.01

4.02 Research Methods and Statistics

The purpose of the course is to introduce students to social research. Basic concepts of research design and statistical techniques will be integrated and in addition students will be instructed in the use of the statistical package for the I.B.M. 360, DATATEXT. It will be expected that upon completion of the two semester course students will be knowledgeable about research design, understand and be able to apply statistical techniques including simple correlation and analysis of variance, operate the key punch, and organize, submit and interpret runs on the computer. Work on the computer will be integrated with classroom lectures. Each student will be provided with data and staff are available to provide necessary technical assistance.

Mr. Kurtz

4.04 Regression and Analysis of Variance

The course will deal with simple correlation, partial and multiple correlation and analysis of variance. Since most problems will be done by computer program, a knowledge of the computer as well as elementary statistics is assumed.

Mr. K. Jones

4.06 Factor Analysis and Multivariate Designs

This course will introduce the student to and give him experience with multivariate methods. It will involve the completion and report of a multivariate analysis using computer techniques. This will be worked out with the instructor and will normally be allied with the student's dissertation topic or proposed topic.

Mr. K. Jones

4.08 Evaluative Research

The role of evaluation in programs of directed social change and methodological strategies appropriate to program evaluation. Primary methodological emphasis is on adaptation of experimental designs. Problems in establishment of the evaluation role, execution of research, and implementation of findings are discussed.

Mr. Caro

4.10 Theory, Design, and Inference

An introduction to the process of theory construction in relation to research designs, proposals, and reports. Readings in the course include literature from philosophy of science to problems in drawing inference from statistical findings. Registration by permission of instructor.

Mr. W. Jones

5. SPECIALIZED COURSES

- 5.01 **Work Structures, Worker Participation, and Worker Control**  
A seminar on the roles of work, the evolution of methods of work organization and control in the U.S. and a dozen other countries, recent experiments with redesigning and restructuring work to make it more interesting and challenging and less boring and alienating, various forms of worker participation in decision making, and the experience in Yugoslavia and Israel and a few other countries with workers' control. Also covered will be relationships between workplace experience and outside attitudes, values and behavior, including mental health and political participation.

Mr. Brower

- 5.02 **Comparative Political-Economic Systems and Social Policy**  
A seminar on relationships between economic structures and performance, political structure and behavior, and social policies in six to nine countries from around the world and from a variety of ideological orientations. Students will participate in selection of themes and of countries. Candidates for inclusion: United States (or Canada), France (or West Germany), Sweden (or Norway or Denmark), East Germany (or Czechoslovakia), Chile (or Peru), Soviet Union, China, Yugoslavia, Japan, Israel, Cuba. Students will prepare and present to the seminar comparative material on one or more of the countries chosen.

Mr. Brower

- 5.12 **Medical Care Delivery Systems**  
The purpose of this course is primarily to familiarize students with medical care delivery in the United States today. Emphasis will be placed upon the multiplicity of service models. An attempt will be made to understand how the various systems evolved and how individuals sort themselves out within the structure. In order to gain a better perspective on the systems, their historical development will be reviewed and they will be compared with systems in other countries.

Mrs. Klerman

- 5.22 **Policy Issues in Aging**  
An analysis of various issues and policy problems in aging with emphasis on the evaluation of resulting policies and programs. Topics covered will vary from year to year, depending on instructor and student interest and current developments in the field.

Gerontology Faculty

- 5.42 Comprehensive State Planning for the Handicapped  
An introduction to the realities of state planning with particular reference to new approaches aiming at comprehensive state wide planning for services to handicapped citizens.  
Mr. Dybwad
- 5.52 Public Policy Within the Jewish Community  
Organized communities within America may be viewed as policy-making entities. The degree to which the policies they pursue are explicit rather than implicit, consistent rather than inconsistent, and well-informed rather than poorly-informed, will vary. So, too, will the nature of power distribution within the community. Such issues will be examined within the Jewish community.  
Mr. Fein
- 5.71 The Philosophy and Practices of Rehabilitation in the United States (American Studies 195a)  
An examination of the first fifty years of the rehabilitation movement, its history, philosophy and major programs within the context of changing values in the United States. Topics will include the emergence of the rehabilitation profession, changing patterns of helping services, and contemporary conflicts in social values affecting the nature and extent of services. Comparison will be made to developments in other countries and within the United Nations. Disabilities considered will include blindness, cerebral palsy, deafness, epileptics, mental retardation and the orthopedically handicapped.  
Mr. Dybwad
- 5.72 Community Mental Health  
This course attempts to identify, describe and classify concepts which collectively constitute a framework for community mental health programs. Concepts derived primarily from social science theory are utilized. Selected policy issues associated with current community mental health approaches will be analyzed.  
Mr. Scott
- 5.74 Urban Models and Urban Policy  
Particular urban problems and proposed and existing national, state and local policies to combat these problems will serve as the context in which the works of important urban economists and social scientists will be studied. At the same time, these works will serve as a context in which to critically evaluate urban policy.  
Mr. Sclar

5.91 Human Conflict Strategies of Third Party Intervention  
5.92

In the first semester this course will deal with the theory of social conflict, escalation and reduction in the context of the family, schools, prisons, labor management and neighborhood disputes, national turmoil, and the confrontation between nations. Particular attention will be paid to the resolution of conflicts and the avoidance of violence through third party mediation at all levels.

In the second semester students will engage, under supervision, in field observations and role playing simulations of actual conflicts.

Mr. Spiegel

Courses in Other Departments:

Contemporary Jewish Studies 205, Theory and Practice of Jewish Communal Service - Mr. Reisman and Mrs. Guberman

Contemporary Jewish Studies 206b, Individual and Small Group Dynamics in Jewish Communal Service - Mr. Reisman

Sociology 190b, Social Organization of Medical Settings - Mr. Zola

Sociology 191a, Health, Community, and Society - Mr. Zola

The following courses are not being offered in 1973 - 1974:

- 1.04 Policy Issues in the Social Services
- 1.06 Income Maintenance Programs and Policies
- 1.09 History and Values in Social Welfare
- 1.10 Normative Aspects of Professional Practice in the Human Services
- 2.00 Principles and Methods of Social Planning
- 2.08 Social Policy Analysis and Development
- 2.09 Analytic Techniques for Complex Systems Development
- 2.10 Operations Research
- 3.18 Theory and Research in Formal Organizations
- 3.33 American Politics and Social Policy

- 4.07 Field Methods in Research
- 5.11 Sociology of Health and Medical Care
- 5.13 Policy Issues in Health and Medical Care
- 5.21 Psychological and Social Processes of Aging
- 5.31a Social and Psychological Aspects of the Employment Relationship
- 5.31b Urban Education and Manpower Policy
- 5.32 Manpower Problems of the Disadvantaged
- 5.61 Social, Physical and Psychological Processes in Children and Adolescents

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Michael Brower Ph.D., Harvard University	Lecturer in Political Economics
Francis G. Caro B.S., Marquette University; Ph.D., University of Minnesota	Associate Professor of Social Research
*Dennis Derryck M.Sc., Ph.D., Fordham University	Assistant Professor of Manpower Planning
Gunnar Dybwad J.D., University of Halle, Germany; Certificate, New York School of Social Work (On the Stein Chair in Human Rehabilitation)	Professor of Human Development
Leonard J. Fein M.A., Ph.D., Michigan State University	Professor of Politics and Social Policy
*Howard E. Freeman M.A., Ph.D., New York University (On the Morse Chair in Urban Studies)	Professor of Urban Studies
Barry L. Friedman A.B., University of Chicago; Ph.D., Massachusetts Institute of Technology	Assistant Professor of Economic Research
**David G. Gil M.S.W., D.S.W., University of Pennsylvania	Professor of Social Policy
Mildred Guberman B.S., Simmons College; M.S.W., Columbia University	Lecturer and Director of Admissions
Arnold Gurin M.S.S.W., Columbia University, New York School of Social Work; Ph.D., University of Michigan (On the Hexter Chair in American Philanthropy)	Dean and Professor of Social Administration
Leonard J. Hausman M.A., Ph.D., University of Wisconsin	Assistant Professor of Social Research
Robert Hudson Ph.D., University of North Carolina	Assistant Professor of Politics and Social Welfare
Kenneth J. Jones M.A., Ed.D., Harvard University	Professor of Social Research



- \*\* Wyatt C. Jones** Professor of Social Research  
B.D., Vanderbilt University; Ph.D., New York University
- Lorraine V. Klerman** Associate Professor of Public Health  
M.P.H., D.P.H., Harvard University School of Public Health
- Norman R. Kurtz** Associate Professor of Social Research  
B.D., Wartburg Seminary; Ph.D., University of Colorado
- \*\* Robert Morris** Professor of Social Planning  
M.Sc., Western Reserve University, School of Applied Social Sciences;  
D.S.W., Columbia University  
(On the Kirstein Chair in Social Planning)
- Robert Perlman** Associate Professor of Social Welfare  
M.S.S.A., Western Reserve University, School of Applied Social Sciences;  
Ph.D., Brandeis University, Heller Graduate School
- Charles I. Schottland** Professor of Social Welfare  
A.B., University of California, Los Angeles; Certificate, Graduate  
School of Jewish Social Work, New York School of Social Work  
(On the Joseph M. Proskauer Chair in Law and Social Welfare)
- James H. Schulz** Associate Professor of Welfare Economics  
B.A., Miami of Ohio; Ph.D., Yale University
- Elliott Sclar** Assistant Professor of Urban Political  
Ph.D., Tufts University Economy
- Violet M. Sieder** Professor of Community Organization  
(Emeritus)  
M.A., University of Chicago, School of Social Service Administration  
Ph.D., Brandeis University, Heller Graduate School
- Roland L. Warren** Professor of Community Theory  
B.S., New York University; Ph.D., Heidelberg University, Germany

- \* On leave 1973-74  
\*\* On Sabbatical - Spring term 1973-74

PART TIME AND ADJUNCT FACULTY

- Henry S.G. Cutter Visiting Professor  
A.B., Harvard, International Relations; A.M., Boston University,  
Psychology; Ph.D., Boston University, Psychology
- Bernard J. Frieden Professor of City Planning, Massachusetts  
Institute of Technology and Director, Harvard-MIT Joint Center for  
Urban Studies  
Ph.D., Massachusetts Institute of Technology
- Charles Gershenson Visiting Professor of Child Development  
Ph.D., Columbia University
- David J. Myerson Visiting Lecturer  
M.D., Tufts University Medical School; Superintendent, Worcester State  
Hospital
- J. Edward L. Prunier Visiting Lecturer  
M.D., Georgetown University School of Medicine; Director, Psychiatric  
Residency Training Program, Director of Psychiatry, Worcester State  
Hospital
- Martin Rein Professor of Social Policy, Massachusetts  
Institute of Technology  
M.S.S.W., New York School of Social Work; Ph.D., Brandeis University,  
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- John F. Scott Associate Professor of Social Research  
M.S.S.W., Boston University, School of Social Work; Ph.D., Brandeis  
University, Heller Graduate School
- Malcolm R. Sills Visiting Lecturer  
M.D., Middlesex University Medical School; Regional Mental Health  
Administrator, Massachusetts Department of Mental Health
- John P. Spiegel Professor of Social Psychiatry and  
Director, Lombroso Center for the Study of Violence, Brandeis University  
M.D., Northwestern University; Graduate, Chicago Institute for  
Psycheanalysis
- Howard Lee Wylie Visiting Lecturer  
M.D., University of Chicago School of Medicine; Assistant Director,  
Worcester Youth Guidance Center

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Rosemary Dybwad, Ph.D.	Research Associate
Gerald Eggert, Ph.D.	Research Associate
Karen L. Frederick, M.A.	Research Associate
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**BRANDEIS  
UNIVERSITY  
BULLETIN**

**florence  
heller  
graduate  
school**

**for advanced  
studies in  
social welfare**

**1974~1975**



**WALTHAM, MASS.**



The Florence Heller Graduate School for Advanced Studies in Social Welfare was established by Brandeis University in 1959 with the help of an initial endowment from the late Mrs. Florence G. Heller of Chicago. It is housed in the Florence Heller Building complex which includes the Benjamin Brown Research Building. These buildings contain classrooms, faculty offices, student study rooms and research facilities. They are located next to the Goldfarb Library and ideally situated with reference to the various other resources of the University.

#### PURPOSES

Social welfare is viewed by the Heller School in broad terms as a developing field whose definitions and boundaries are evolving constantly in response to growing understanding of human needs. Social welfare today involves a wide range of interventions in the solution of social problems, cutting across a number of traditional fields and disciplines such as social work, health, education, housing, employment, urban planning, public policy and administration.

The Heller School emphasizes social policy as the central, organizing concept in its program. The educational purpose of the program is to prepare students to apply knowledge and skills drawn from a number of disciplines to the following aspects of social policy:

1. The identification of social problems, based on an understanding of the social context out of which problems and interventions arise, including demographic, ideological, and institutional factors.

2. The development of strategies of intervention, using knowledge of the socio-political processes and rational-technical choices involved in policy formulation and adoption.

3. The planning and administration of social programs to implement particular social policies, including the organization of administrative structures, program development, and the management of interorganizational relationships.

4. The assessment and evaluation of policy and program outcomes and effectiveness, with emphasis on the distribution of costs and benefits among groups in the population and on the anticipated and unanticipated effects of policy choices.

Heller School graduates are expected to enter careers where they can engage in innovative activity contributing to the future development of knowledge and practice. Many graduates are teachers and administrators in schools or departments of social work, social policy, urban planning, social medicine, and related fields. Others are engaged in research careers or as planners and administrators in various human service activities, both public and voluntary.

In addition to its training program, the School conducts an active program of policy-oriented research related to its broad range of social welfare interests. Research projects are interdisciplinary in character and usually involve



collaborative activity between faculty and advanced students. The general purposes of research projects are to increase understanding of social problems, to explore new and more effective ways of intervening in social problems, and to improve the methods of evaluating the impact of such intervention.

Members of the Heller School faculty engage, individually and collectively, in extensive consultation and service activities on behalf of both governmental and voluntary organizations, at local, state, regional, national, and international levels. They occupy prominent positions on governmental advisory commissions, task forces, and review panels. These outside activities, in addition to providing service to the community, frequently also serve as channels for student training in research and consultation.

#### DEGREE OFFERED

The Heller School offers a program of study leading to the Ph.D. degree. Students are admitted either with or without a previous Master's level graduate degree. Minimum full-time residence requirements are one year for students entering with a prior graduate degree and two years for others. The normal expectation, however, is for at least one additional year of full-time residence beyond these minimum requirements.

#### Requirements

To qualify for the Ph.D. degree, students are required to:

1. Demonstrate competence in core areas (specified below).
2. Complete a substantive paper showing evidence of capacity for independent scholarship in a field of social welfare.

3. Pass a foreign language examination.
4. Complete an acceptable doctoral dissertation.

Students without previous experience are required, in addition, to complete a practicum or internship which will provide an opportunity to engage in some aspect of practice in the social welfare field.

### COURSE OF STUDY

The Heller School offers an individualized program of study designed to meet the needs of each student in relation to previous education and experience, as well as future goals. Students consult with an advisor in developing their program and work with faculty committees in the development of their substantive papers and dissertations.

The curriculum consists of the following elements:

- (a) Core courses and sequences that provide background in conceptual frameworks and tools of analysis relevant to the development of social policy.
- (b) Courses in specialized areas where the School is conducting research and training programs.
- (c) Field projects and practica in specialized fields based on student-faculty collaboration.
- (d) Tutorials arranged on an individual basis.

Advisors have the basic responsibility of helping the students to select courses that will best serve their particular goals in the School and that will fulfill core and specialized requirements.

### Core Courses

Core courses are designed to help students achieve competence in the following areas:

1. Knowledge of the field of social welfare--its history, structure, fields of activity, policy issues, value commitments, and the nature of professional activity within the field.
2. Ability to use theoretical materials from at least one of the social sciences or other disciplines in relation to applied problems in the field of social welfare.
3. General knowledge of research methods employed in the field of social welfare, including collection, processing, and analysis of data; and of the relationship of systematic investigation to policy and planning.
4. General knowledge of methodology of policy analysis, planning and administration as relevant to the field of social welfare.

Other courses are designed, along with practica, internships, work-study plans, and other learning experiences (as determined in consultation with advisors) to help the student acquire competence in specialized areas.

### Fields of Specialization

The School has organized curriculum sequences as well as research projects in a number of specialized fields, as outlined below. While many students select these areas, they are not necessarily limited to them. Individual programs of specialization can be developed in consultation with advisors.

Programs of specialization are supported in large part by training and research grants obtained from governmental and voluntary funding sources. Detailed information on the current status of such grants is issued periodically by the School.

### Income Maintenance and Manpower Planning

A sequence of courses is offered covering income maintenance programs and policies, labor economics and manpower planning, together with a seminar in related policy-oriented research.

### Health Services

This program emphasizes the study of long-term handicapping conditions and the services related to them. Core courses are offered in medical care delivery systems, medical economics, health planning, and long-term conditions. A number of seminars are geared to students enrolled in training programs or with specialized interests in specific fields, including alcoholism, community mental health, and developmental disabilities.

The Levinson Policy Institute conducts research and develops innovative policy approaches in the field of long-term health care.

### Gerontology

Courses are offered in the social and psychological processes of aging and in policy issues in the field of aging. Research is conducted on economic and political aspects of aging in contemporary society. Health aspects of aging are studied within the framework of long-term health care as described above.

### COURSES OUTSIDE THE HELLER SCHOOL

Students may, with the agreement of their advisors, enroll for courses in other departments of Brandeis University. The privilege of auditing courses at Brandeis without fee is extended to all students of the Heller School. Courses may be either at the graduate or undergraduate level. Permission to audit must be obtained from the course instructor.

Through a reciprocal arrangement, Heller School students have access to courses in the Department of Urban Studies and Planning of the Massachusetts

Institute of Technology, including a seminar on Urban Planning and Social Policy which is sponsored jointly by both schools. Heller School students may also avail themselves of the graduate school consortium in which Brandeis University participates with Boston College, Boston University, and Tufts University. By special arrangements, Heller School students may also take courses in other programs in the Boston area.

The Heller School has official collaborative relationships with the Hebrew University in Israel and with a consortium of educational institutions in Italy. In addition, individual faculty members have ongoing working contacts with educational and research institutions in England, Israel, and a number of European countries. These contacts can be used on an individualized basis to facilitate student research activity that has an international dimension.

#### THE BENJAMIN S. HORNSTEIN PROGRAM IN JEWISH COMMUNAL SERVICE

The Heller School participates in a program conducted by the Center of Contemporary Jewish Studies. Its purpose is to prepare students for careers in Jewish community services, particularly in positions of planning and research. Heller School students meet the regular requirements of the Ph.D. program as well as specialized courses in contemporary Jewish studies.

Applicants desiring to enroll in the Hornstein Program as Ph.D. degree candidates should follow the general admissions procedure of the Heller School as described below. Candidates must have a previous graduate degree and/or substantial work experience in some area relevant to the purposes of the Program. Limited stipend support is available.

## ADMISSIONS

Individuals wishing to be considered for admission should obtain formal applications from the Registrar, Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University, Waltham, Massachusetts 02154. Applications should be completed and returned as early as possible, but in any case no later than February 1. Admissions decisions will be made no later than April 1. Admission is also offered to a limited number of part-time students. Applications for part-time admissions must be received no later than April 1.

All applications are considered on a competitive basis. Preference in admissions is given to students who have had previous experience in social welfare or a related field.

The two major criteria used in considering applicants are:

- (1) academic competence to complete the work of the Heller School; and
- (2) compatibility between the applicant's expressed interests and career goals and the program of the School.

The applicant is responsible for furnishing official transcripts of all previous academic work, undergraduate and graduate. If any of the standardized aptitude tests, e.g. Graduate Record Examination or Miller Analogies Test, are taken, applicants are advised to have results submitted to the Admissions Office. Personal interviews may be arranged between the applicant and a representative of the School.

Financial Support: The amount of financial assistance that can be made available to students in the form of scholarships and fellowships depends primarily on the availability of government training grants. The fate of these grant programs has been uncertain in recent years. Limited scholarship assistance is available through University resources. Applicants desiring to be considered for scholarship or fellowship assistance are required to file a financial form.

Housing: Graduate housing is available on campus. More detailed information is available upon request.

Parking Regulations: Any vehicle which is driven and parked on campus must be registered with the Department of Security and Safety and must be assigned a parking space. A complete set of parking and traffic regulations is available at the Department.

Dismissal from the University: The University reserves the right to dismiss or exclude at any time any students whose character, conduct, academic standing or financial indebtedness it regards as undesirable, through disciplinary procedures established in the Graduate School. Neither the University nor any of its Trustees or officers shall be under any liability whatsoever for its disciplinary action, exclusion or dismissal.

#### TUITION AND FEES

Application Fee: A fee of \$20.00 is payable by all applicants for admission at the time the application for admission is submitted. Checks and money orders should be made payable to the order of Brandeis

University. No application for admission will be processed until this fee is paid. This fee is not required of Brandeis graduates.

Tuition: All full-time students will pay the regular tuition of \$3100 per year, the same tuition required of all students at Brandeis University. No refund of the tuition fee will be made because of absence, illness or dismissal during the academic year. If a student withdraws from the University within 30 days before the beginning of classes, he may petition for partial refund of tuition. A refund may be denied without any reason for such denial being stated. Part-time students must pay for courses at the rate of 1/4 of full tuition per course per semester or \$387.50 per course.

Post-Residence Fee: Students who have completed their residence requirements and who wish to continue in residence to utilize any academic service or University facility must register at the usual tuition rates. Graduate students whose tuition is not being paid from scholarship or fellowship funds awarded by the University or other sources may petition the Dean of the Heller School for a reduction of the post-residence fee to \$250. A student who is eligible for registration on the post-residence basis may file a program card for full-time study, in terms of courses or in terms of time or any combination thereof, provided his advisor approves of the program of study as being a full-time program and signs the program card.

Continuation Fee: \$20.00. Payable annually by graduate students who have completed residence requirements and who are not registered



during the period in which they are preparing for the completion of degree requirements. Students in this category are not eligible for leave of absence.

Final Doctoral Fee: \$250.00. This fee covers all costs for the year in which the Ph.D. degree will be conferred, including the costs for the microfilm publication of the doctoral dissertation, the publication of the abstract of the dissertation in "Dissertation Abstracts," copyright protection for the author if desired, issuance of a Library of Congress number and appropriate library cards, binding of two copies of the dissertation, one for use in the University Library, and one Xerox-printed copy in book form for the author. The Final Doctoral Fee also covers the rental expenses for academic robes for the candidates at graduation and cost of the diploma. Students who have been in residence in their final year may deduct any tuition charges which they may have paid to the University in that final year. Students who have paid the Continuation Fee in the final year may deduct that fee from the Final Doctoral Fee.

NOTE: All candidates for the Ph.D. degree must pay the \$250 Final Doctoral Fee prior to the receipt of their degrees.

Student Health Plan: Students must be covered by some form of health insurance. Any student not already covered must participate in the University Health Insurance Plan. Services provided by University Health Services are available at Stoneman Infirmary and the Mental Health Center. There is an optional family health insurance plan for married students which makes their dependents eligible for these on-campus services.

COURSES OFFERED IN 1974-75

1. SOCIAL WELFARE

1.01 Social Welfare Programs in the United States

This course is designed to give the student an overview of social welfare programs, current trends in the social welfare field, and the backgrounds of the major social welfare services. It will stress the problems involved in delivery of services; the interplay of federal, state, and local agencies; the changes in income maintenance programs; the problems of the consumer of services; and the recent developments in consumer representation, such as citizen boards, advocacy programs, client representations, and their significance to broad national policies on employment and health, mental health, and rehabilitation services.

Mr. Schottland

1.06 Income Maintenance Programs and Policies

An analysis of the various policies designed to alleviate poverty by the redistribution of real and in-kind income. Income transfer and tax policies are considered. Major emphasis is given to concepts and analytical framework useful in developing and evaluating income maintenance programs and policies.

Prerequisite: 3.21

Mr. Hausman

1.08 Social Welfare Policy and the Law

A review of the law and its impact on social welfare programs. Law as an expression of social policy. Social policy as established by law through legislation, administrative regulations, and judicial decisions. Judicial decisions as the vehicles for social change. The law and social action -- critical points of citizen intervention in the statutory, administrative, and judicial processes.

Mr. Schottland

## 2. POLICY-PLANNING-ADMINISTRATION

### 2.01 Introduction to Social Planning

#### A. Theoretical Perspectives

A survey of the literature on policy and planning, including the following topics: Rational-technical considerations, Political influence, Community development and organization, Consumer and citizen participation, Advocacy planning, Structures for decision-making, Practice roles, Interorganizational processes (coordination and allocation), The role of values.

Mr. Gurin

#### B. Planning Levels and Structures

An examination of issues and approaches to planning in a variety of settings in which the scope of responsibility and authority differ from level to level. The material will include: National policy-making, State planning, Metropolitan and regional, Local (community), Social-physical-economic planning.

Mr. Perlman

### 2.02 Social Planning and Policy Development

Policy planning theory and methodology will be examined through selected case studies of social planning at national, regional, and local levels. The relevance of planning theory, the utility of planning techniques will be critically examined in an attempt to identify the extent to which they alter the course of political events in policy development and policy execution.

Illustrations to be considered include compulsory health insurance, the modernization of state and local government (the Human Resources Agency), the drive to deinstitutionalization in mental health, and the attempts to reconstruct new service delivery systems.

Prerequisite: 2.01 or equivalent

Mr. Morris

### 2.04 Problems and Issues of Administration

Theoretical perspectives on organization and administration; selected topics in administrative tools and methods.

Faculty

2.05 Urban Planning and Social Policy (MIT 11.55)

A review of changes in urban social policy and evaluation of planning efforts to improve social and environmental aspects of urban life. Examples will include: (1) urban housing; (2) efforts to rebuild the inner city, including urban renewal programs; (3) health policies and programs; and (4) Model Cities programs as a move toward revenue sharing.

Mr. Morris

Mr. Frieden (MIT)

2.08 Social Theory and Social Policy

Social policies will be viewed from a holistic-evolutionary perspective as perpetual chains of choices/decisions involving selection and development of resources, organization of work and allocation of roles, and distribution of rights to real and symbolic goods and services. The course will explore how needs in the context of scarcities give rise to emerging interests, to conflicts or creative cooperation in pursuing these interests, to value orientations and corresponding societal structures and consciousness, and to interpretations and rationalizations of social orders, of "reality," and of nature. The foregoing theoretical considerations will lead into a study of a conceptual model of social policies and of the force-field shaping their evolution. From this model a general framework will be derived for analyzing existing and proposed social policies, and for generating alternative policies and comprehensive, alternative systems of social policies.

Mr. Gil

2.14 Analytic Methods in Economic and Social Planning

This course will study some of the problems and techniques of planning. The desirability of planning will be considered along with comparisons of capitalism and socialism. Planning problems and experiences will be reviewed in both industrial and less developed countries.

Prerequisite: 3.21

Mr. Friedman

### 3. SOCIAL SCIENCE

#### 3.12 Community Analysis

The principal ways of conceptualizing community phenomena are reviewed and examined. These conceptualizations and the findings of community studies are probed for their usefulness in understanding the problems of American communities and what can be done about them.

Mr. Warren

#### 3.13 Problems of Deviance

The history, epidemiology, etiology, intervention strategies, and problems of deviant behavior. A selected number of problems such as mental health, drug addiction, crime are explored in depth.

Mr. Scott

#### 3.14 Studies in Theory of Political Action

A holistic-evolutionary conception of social policies will be used as a basis for studies of political action theory aimed at fundamental social transformation. The following related topics will be explored: Modeling Social Systems: alternative social, economic, and political systems, designed to overcome prevailing social problems; Political Strategy: existing and alternative political action strategies for the transformation of the prevailing social order into specified alternative social orders; Political Action and Professional Practice: an exploration of ways of integrating an intentional political component into the practice of policy analysts, planners, administrators, educators, and other social change activists.

Prerequisite: 2.08

Mr. Gil

#### 3.17 Social Change

Members of the seminar will analyze specific instances of attempted social change in relation to existing explanatory models and prescribed strategies of change. A purpose of the seminar is to explore various aspects of the relation of social change to social policy on the one hand and to changes taking place in American cultural values and living patterns on the other.

Mr. Warren

3.21 Microeconomic Theory and Its Application to Social Welfare Policy

Major topics covered include: advantages and disadvantages of the competitive market mechanism, the distribution of income, and market imperfections. This course is a prerequisite for other economics courses.

Mr. Schulz

Mr. Sclar

3.22 Urban Economics

This course will consider factors affecting the location of economic activity among and within metropolitan areas, the economic development of urban areas, the fiscal problem of sub-national governments, the prospects for the development of black ghettos, and the prominent problems faced by most urban economies.

Prerequisite: 3.21 or equivalent

Mr. Sclar

3.25 Labor Economics

A basic course in the manpower program. Topics considered: (1) Labor force participation; (2) Determination of aggregate wages; (3) Analysis of relative wage rates; (4) Role of capital theory in returns to education and relative wages; (5) Problems of discriminated groups; (6) Unemployment, general areas of retraining; (7) Assistance to disadvantaged groups to enter the labor market.

Prerequisite: 3.21 or equivalent

Mr. Evans

3.27 Economic Role of the Public Sector

The course is designed to highlight those aspects of economic analysis which relate the growing role of governments in the economy, with special emphasis on topics in the general area of social welfare.

Prerequisite: 3.21 or equivalent

Mr. Schulz

3.28 Political Processes and Social Policy

The course first examines writings on the historical development of the American polity and the concentration of power in American society in the context of assessing the constraints surrounding public intervention in the United States. The course then turns to more proximate factors (institutional, behavioral, environmental) affecting both the formation and implementation of public social policies. Public welfare will be used as a case example.

Mr. Hudson

3.35 Social Policy Formation in Contemporary Political Systems

This course is designed to familiarize students with social and political factors affecting the formation of social policy in selected industrialized nations. Rather than dealing with policy implementation and service delivery (areas dealt with elsewhere in the curriculum), attention is focused on (a) cultural and institutional factors; (b) theories and data regarding the politics of social policy formation; and (c) the recent and continuing evolution of political life in what is often referred to as "the post-industrial world."

Mr. Hudson

4. RESEARCH

4.01 Research Methods and Statistics

and

4.02

The purpose of the course is to introduce students to social research. Basic concepts of research design and statistical techniques will be integrated and in addition students will be instructed in the use of SPSS (Statistical Package for the Social Sciences). It will be expected that upon completion of the two semester course students will be knowledgeable about research design, understand and be able to apply statistical techniques including simple correlation and analysis of variance, operate the key punch, and organize, submit, and interpret runs on the computer. Work on the computer will be integrated with classroom lectures. Each student will be provided with data and staff are available to provide necessary technical assistance.

Mr. Kurtz

Ms. Becerra

4.04 Regression and Analysis of Variance

The course will deal with simple correlation, partial and multiple correlation and analysis of variance. Since most problems will be done by computer program, a knowledge of the computer as well as elementary statistics is assumed.

Prerequisite: 4.01 and 4.02 or equivalents

Mr. K. Jones

4.08 Evaluative Research

The role of evaluation in programs of directed social change and methodological strategies appropriate to program evaluation. Primary methodological emphasis is on adaptation of experimental designs. Problems in establishment of the evaluation role, execution of research, and implementation of findings are discussed.

Mr. Kurtz

4.41 Dissertation Seminar

An individualized seminar on methodologies for dissertation research. Limited to advanced students who, with the approval of their advisors, have selected a dissertation topic and prepared their substantive papers. The selection of substantive areas for individual and group discussion will be guided by the needs and interests of seminar members. Enrollment by permission of the instructor only.

Mr. W. Jones

4.42 Methods of Survey Research

The theory and practice of survey research methodologies will be examined critically and their appropriateness for research in the health and welfare fields will be assessed. The course will consider both published studies and student projects in terms of the overall research design, the selection and creation of appropriate instruments, the collection and reduction of data, and the reporting and utilization of the findings. Attention will be given to the use of secondary data, the reanalysis of primary data, and the replication and extension of previous findings to new and larger populations.

Prerequisite: 4.01 and 4.02 or equivalents

Mr. W. Jones



## 5. SPECIALIZED COURSES

### 5.12 Medical Care Delivery Systems

The purpose of this course is primarily to familiarize students with medical care delivery in the United States today. Emphasis will be placed upon the multiplicity of service models. An attempt will be made to understand how the various systems evolved and how individuals sort themselves out within the structure. In order to gain a better perspective on the systems, their historical development will be reviewed and they will be compared with systems in other countries.

Ms. Klerman

### 5.14 Methods and Problems in Health-Medical Care Planning

The general principles of planning reviewed in earlier courses will be applied to the techniques of planning in the health and medical care fields. Concepts specific to the health field will be analyzed. After a review of the planning literature, a series of care histories of successful and unsuccessful planning profiles will be analyzed to determine the effectiveness of the planning methods used. A few sessions will be devoted to considering actual medical care proposals in the greater Boston area. The students will attempt to collect and analyze the data necessary to make recommendations.

Ms. Klerman

### 5.15 Problems, Programs and Policies Relative to Long-Term Handicapping Conditions

The long-term handicapping conditions will be defined and studied in terms of their causes, distribution among populations, possible prevention, and impact. Current service systems, including manpower, institutions, and financing mechanisms, will be critically analyzed. Public policy in this area will be reviewed from a historical perspective and future policy options examined.

Ms. Klerman

Mr. Morris

### 5.21 Psychological and Social Processes of Aging

A course designed to review basic psychological and sociological concepts particularly relevant to adult development and aging and to review both theories and empirical knowledge regarding the aging process.

Ms. Frederick

5.72 Community Mental Health

This course attempts to identify, describe and classify concepts which collectively constitute a framework for community mental health programs. Concepts derived primarily from social science theory are utilized. Selected policy issues associated with current community mental health approaches will be analyzed.

Mr. Scott

5.73 Introduction to Mental Retardation: Mental Retardation and the Human Services Network\*

As a result of new substantive knowledge, new training and rehabilitation techniques, intensive pressure from consumer groups, a greater public acceptance of handicapped persons and most recently judicial support for the rights of minority groups, including the mentally handicapped, the field of mental retardation is undergoing profound changes. This course will trace the interrelationship of these changes to the evolving concept of a human services system in state government.

Mr. Dybwad

5.75 Application of Social Theory to Alcohol Use

The purpose of this seminar is to review various applications of social science theory to explain the use and abuse of alcohol. Material from anthropology, social psychology, and psychology will be included in the considerations. In addition, the biological and biochemical effects of alcohol in the human body will be reviewed by a guest lecturer. Each body of theory will be examined in terms of its applications to varying patterns of alcohol use, definitions of abusive vs. normal use, conceptions of the etiology of deviant drinking, incidence, prevalence, and the main program to deal with abusive use.

Mr. Kurtz

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\*Subject to approval by the Curriculum Committee and the Faculty.

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Richard G. Shapiro, M. B. A.

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Samuel L. Slosberg, A. B., LL. D.

Mrs. Solomon Stern

Harry H. Stone

Benjamin H. Swig, L. H. D. \*

Melvin M. Swig, A. B.

Lawrence A. Wien, LL. B., LL. D.

Robert L. Wolfson

Morris B. Zale\*

Faculty Representatives

Helen Codere, Ph. D.

Peter Diamandopoulos, Ph. D.

Lawrence Grossman, Ph. D.

Robert L. Koff, B. Mus.

Student Representative

Joshua Copel '75

\*Emeritus

BOARD OF OVERSEERS

The Board of Overseers of the Florence Heller Graduate School for Advanced Studies in Social Welfare is appointed by the President of the University. The Board is a small working group of distinguished members of the local and national community who meet regularly to review the program of the School and its needs. They serve in an advisory capacity, helping to guide the School and the University in the development of the program.

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White Plains, New York

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Boston, Massachusetts

Irving W. Rabb  
Boston, Massachusetts

Stanley S. Surrey  
Cambridge, Massachusetts

FULL-TIME FACULTY

- \* Robert H. Binstock                      Professor of Politics and Social Welfare  
A. B., Ph. D., Harvard University  
(On the Stulberg Chair in Politics and Social Welfare)
- \* Dennis Derryck                      Assistant Professor of Manpower Planning  
M. Sc., Ph. D., Fordham University
- \*\* Gunnar Dybwad                      Professor of Human Development  
J. D., University of Halle, Germany; Certificate, New York School of  
Social Work  
(On the Gingold Chair in Human Development)
- Barry L. Friedman                      Assistant Professor of Economic Research  
A. B., University of Chicago; Ph. D., Massachusetts Institute  
of Technology
- David G. Gil                      Professor of Social Policy  
M. S. W., D. S. W., University of Pennsylvania
- Arnold Gurin                      Dean and Professor of Social Administration  
M. S. S. W., Columbia University, New York School of Social Work;  
Ph. D., University of Michigan  
(On the Hexter Chair in American Philanthropy)
- Leonard J. Hausman                      Associate Professor of Social Research  
M. A., Ph. D., University of Wisconsin
- Robert Hudson                      Assistant Professor of Politics  
and Social Welfare  
B. A., Washington and Lee University  
Ph. D., University of North Carolina
- \*\* Kenneth J. Jones                      Professor of Social Research  
M. A., Ed. D., Harvard University  
(On the Stein Chair in Human Rehabilitation)
- Wyatt C. Jones                      Professor of Social Research  
B. D., Vanderbilt University; Ph. D., New York University

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\*On leave 1974-75.

\*\*On sabbatical, spring term 1974-75.

- Lorraine V. Klerman                      Associate Professor of Public Health  
M. P. H., D. P. H., Harvard University School of Public Health
- Norman R. Kurtz                      Associate Professor of Social Research  
B.D., Wartburg Seminary; Ph.D., University of Colorado
- Robert Morris                      Professor of Social Planning  
M. Sc., Western Reserve University, School of Applied Social Sciences;  
D. S. W., Columbia University  
(On the Kirstein Chair in Social Planning)
- Robert Perlman                      Associate Professor of Social Welfare  
M. S. S. A., Western Reserve University, School of Applied Social Sciences;  
Ph. D., Brandeis University, Heller Graduate School
- Charles I. Schottland                      Professor of Social Welfare  
A. B., University of California, Los Angeles; Certificate, Graduate  
School of Jewish Social Work, New York School of Social Work  
(On the Proskauer Chair in Law and Social Welfare)
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B.A., Miami of Ohio; Ph.D., Yale University
- Elliott Sclar                      Assistant Professor of Urban Political  
Economy  
M. A., Ph.D., Tufts University
- Violet M. Sieder                      Professor of Community Organization  
(Emeritus)  
M. A., University of Chicago, School of Social Service Administration;  
Ph.D., Brandeis University, Heller Graduate School
- \* John P. Spiegel                      Professor of Social Psychiatry  
M.D., Northwestern University; Graduate, Chicago Institute for  
Psychoanalysis
- Roland L. Warren                      Professor of Community Theory  
B.S., New York University; Ph.D., Heidelberg University, Germany  
(On the Gryzmish Chair in Human Relations)

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\*On leave 1974-75.

\*\*On sabbatical, spring term 1974-75.

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Bernard J. Frieden                      Professor of City Planning, Massachusetts  
Institute of Technology and Director, Harvard-MIT Joint Center for  
Urban Studies  
Ph.D., Massachusetts Institute of Technology

David J. Myerson                      Visiting Lecturer  
M.D., Tufts University Medical School; Superintendent, Worcester  
State Hospital

J. Edward L. Prunier                      Visiting Lecturer  
M.D., Georgetown University School of Medicine; Director, Psychiatric  
Residency Training Program, Director of Psychiatry, Worcester State  
Hospital

\*Gerald Rosenthal                      Associate Professor of Economics  
S.M., Cornell University; Ph.D., Harvard University

John F. Scott                      Associate Professor of Social Research  
M.S.S.W., Boston University, School of Social Work  
Ph.D., Brandeis University, Heller Graduate School

Malcolm R. Sills                      Visiting Lecturer  
M.D., Middlesex University Medical School; Regional Mental Health  
Administrator, Massachusetts Department of Mental Health

Howard Lee Wylie                      Visiting Lecturer  
M.D., University of Chicago School of Medicine; Assistant Director,  
Worcester Youth Guidance Center

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\*On leave 1974-75.

\*\*On sabbatical, spring term 1974-75.

RESEARCH STAFF -- Full-Time and Part-Time

Rosina Becerra, M. S. W.	Research Associate
Martha Burns, B. S.	Research Associate
Carolyn Cherington, M. S. W.	Research Associate -
	Project Director
Henry Cutter, Ph.D.	Research Associate
Rosemary Dybwad, Ph.D.	Research Associate
Karen L. Frederick, Ph.D.	Research Associate
Andrew Hahn, Ed. M.	Research Assistant
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Barry Sun, M. A.	Research Assistant
Myrna Weiner, B. A.	Research Associate

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**BRANDEIS  
UNIVERSITY  
BULLETIN**

**Florence  
Heller  
Graduate  
School  
for  
Advanced  
Studies  
in  
Social  
Welfare**

**1975~76**

**Waltham, Mass.**



## THE FLORENCE HELLER GRADUATE SCHOOL FOR ADVANCED STUDIES IN SOCIAL WELFARE

BRANDEIS UNIVERSITY

Academic Calendar 1975-1976

FALL TERM

Thurs./Friday	September 4/5	Orientation and registration.
Monday	September 8	Opening day of instruction in courses.
Monday	September 15	No University exercises
Friday	October 24	Course selections become final. A student may not drop a course nor convert a course from audit to credit.
Thurs./Friday	November 27,28	No University exercises
Friday	December 12	Last day of Fall Term instruction
Monday-Friday	December 15-19	Midyear examinations

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SPRING TERM

Wednesday	February 4	Opening day of instruction
Wednesday	March 24	Course selections become final. A student may not drop a course nor convert a course from audit to credit.
Tuesday	April 13	Spring recess begins after last class
Monday	April 26	Classes resume
Friday	May 14	Last day of instruction
Monday	May 17	Final examinations begin
Friday	May 21	Final examinations end
Sunday	May 30	Commencement



The Florence Heller Graduate School for Advanced Studies in Social Welfare was established by Brandeis University in 1959 with the help of an initial endowment from the late Mrs. Florence G. Heller of Chicago. It is housed in the Florence Heller Building complex which includes the Benjamin Brown Research Building. These buildings contain classrooms, faculty offices, student study rooms and research facilities. They are located next to the Goldfarb Library and ideally situated with reference to the various other resources of the University.

#### PURPOSES

Social welfare is viewed by the Heller School in broad terms as a developing field whose definitions and boundaries are evolving constantly in response to growing understanding of human needs. Social welfare today involves a wide range of interventions in the solution of social problems, cutting across a number of traditional fields and disciplines such as social work, health, education, housing, employment, urban planning, public policy and administration.

The Heller School emphasizes social policy as the central, organizing concept in its program. The educational purpose of the program is to prepare students to apply knowledge and skills drawn from a number of disciplines to the following aspects of social policy:

1. The identification of social problems, based on an understanding of the social context out of which problems and interventions arise, including demographic, ideological, and institutional factors.

2. The development of strategies of intervention, using knowledge of the socio-political processes and rational-technical choices involved in policy formulation and adoption.

3. The planning and administration of social programs to implement particular social policies, including the organization of administrative structures, program development, and the management of interorganizational relationships.

4. The assessment and evaluation of policy and program outcomes and effectiveness, with emphasis on the distribution of costs and benefits among groups in the population and on the anticipated and unanticipated effects of policy choices.

Heller School graduates are expected to enter careers where they can engage in innovative activity contributing to the future development of knowledge and practice. Many graduates are teachers and administrators in schools or departments of social work, social policy, urban planning, social medicine, and related fields. Others are engaged in research careers or as planners and administrators in various human service activities, both public and voluntary.

In addition to its training program, the School conducts an active program of policy-oriented research related to its broad range of social welfare interests. Research projects are interdisciplinary in character and usually involve collaborative activity between faculty and advanced students. The general purposes of research projects are to increase



understanding of social problems, to explore new and more effective ways of intervening in social problems, and to improve the methods of evaluating the impact of such intervention.

Members of the Heller School faculty engage, individually and collectively, in extensive consultation and service activities on behalf of both governmental and voluntary organizations, at local, state, regional, national, and international levels. They occupy prominent positions on governmental advisory commissions, task forces, and review panels. These outside activities, in addition to providing service to the community, frequently also serve as channels for student training in research and consultation.

#### DEGREE OFFERED

The Heller School offers a program of study leading to the Ph.D. degree. Students are admitted either with or without a previous Master's level graduate degree. Minimum full-time residence requirements are one year for students entering with a prior graduate degree and two years for others. The normal expectation, however, is for at least one additional year of full-time residence beyond these minimum requirements. For part-time students the residence requirement is fulfilled when the necessary numbers of courses have been completed to provide the equivalent of full-time residence.

#### Requirements

Students seeking a Ph.D. degree must fulfill the following requirements in addition to minimum residence as stated above:

1. Minimum numbers of semester courses: 12 for students entering with a Master's degree in a relevant area and 18 for students who do not have such a degree.
2. Completion of a substantive paper showing evidence of capacity for independent scholarship.
3. An oral or written examination on the field in which the substantive paper is written.
4. A foreign language examination.
5. Completion of an acceptable doctoral dissertation.

Note: The foregoing requirements apply only to students entering the School on or after September 1975.

Students without previous experience are required, in addition, to complete an internship which will provide an opportunity to engage in some aspect of practice in the social welfare field.

#### COURSE OF STUDY

The Heller School offers an individualized program of study designed to meet the needs of each student in relation to previous education and experience, as well as future goals. Students consult with an adviser in developing their program and work with faculty committees in the development of their substantive papers and dissertations.

The curriculum consists of the following elements:

- (a) Core courses and sequences that provide background in conceptual frameworks and tools of analysis relevant to the development of social policy.
- (b) Courses in specialized areas where the School is conducting research and training programs.
- (c) Field projects and practica in specialized fields based on student-faculty collaboration.
- (d) Tutorials arranged on an individual basis.

A small number of courses is required of all students as follows:

- 1.00A and B     The Social Context of Policy Issues - two semesters
- 4.01 and 4.02   Research Methods and Statistics - two semesters
- 4.08            Evaluative Research - one semester

Students who are able to demonstrate competence in the subjects covered by the required research courses may be exempted from those courses but not from the minimum number of courses as stated above.

Advisers have the responsibility of helping the students to select courses that will best serve their particular goals in the School. Students are expected to acquire competence in core areas of economic analysis, political processes, and sociological analysis as applied to social policy; policy analysis, social planning, and administration; and research design and methods. They are also expected to develop expertness in an area of specialization.

#### Fields of Specialization

The School has organized curriculum sequences as well as research projects in a number of specialized fields, as outlined below. While many students select these areas, they are not necessarily limited to them. Individual programs of specialization can be developed in consultation with advisers.

Programs of specialization are supported in large part by training and research grants obtained from governmental and voluntary funding sources. Detailed information on the current status of such grants is issued periodically by the School.

### Income Maintenance and Manpower Planning

A sequence of courses is offered covering income maintenance programs and policies, labor economics and manpower planning, together with a seminar in related policy-oriented research.

### Health Services

This program emphasizes the study of the service needs of children and adults with conditions requiring care over extended periods of time, including the chronically ill, handicapped, mentally ill, alcoholic, and retarded. Courses are offered in medical care delivery and services for the disabled as well as in the specialized fields. Research and policy seminars are planned collaboratively with the training programs in alcoholism, mental health, mental retardation, and rehabilitation.

The Levinson Policy Institute conducts research on and develops innovative policy approaches to the delivery of services to individuals with continuing medical problems.

### Program in the Economics and Politics of Aging

Research, career training, and public service activities in this program are focused on such matters as: public and private income maintenance programs; industrial gerontology; the current and future economic status of the aged; the political attitudes and behavior of aging persons and of aging-based organizations; the political processes through which policies affecting the aged are developed; the intergovernmental, intragovernmental, and other organizational relations that are critical for the development and implementation of programs for the aging; and evaluation and impact research on policies and programs that may affect the aging.

Career training is carried out in collaboration with Boston University through a Gerontology Consortium, with stipends and tuition scholarships available through the Heller School. Specialized courses in the economics of aging and in the politics and policy processes of aging are offered by the Brandeis program. Relevant courses in administration and in the social and psychological aspects of aging are available through Boston University. In addition students are encouraged to draw upon complementary resources of the Heller School programs in health, mental health, and income maintenance and manpower.

COURSES OUTSIDE THE HELLER SCHOOL

Students may, with the agreement of their advisers, enroll for courses in other departments of Brandeis University. The privilege of auditing courses at Brandeis without fee is extended to all students of the Heller School. Courses may be either at the graduate or undergraduate level. Permission to audit must be obtained from the course instructor.

Through a reciprocal arrangement, Heller School students have access to courses in the Department of Urban Studies and Planning of the Massachusetts Institute of Technology, including a seminar on Urban Planning and Social Policy which is sponsored jointly by both schools. Heller School students may also avail themselves of the graduate school consortium in which Brandeis University participates with Boston College, Boston University, and Tufts University. By special arrangements, Heller School students may also take courses in other programs in the Boston area.

The Heller School has official collaborative relationships with the Hebrew University in Israel. In addition, individual faculty members have ongoing working contacts with educational and research institutions in England, Israel, and a number of European countries. These contacts can be used on an individualized basis to facilitate student research activity that has an international dimension.

With the approval of Advisers, students may credit two courses taken outside the Heller School to their minimum course requirements.

THE BENJAMIN S. HORNSTEIN PROGRAM IN JEWISH COMMUNAL SERVICE

The Heller School participates in a program conducted by the Center of Contemporary Jewish Studies. Its purpose is to prepare students for careers in Jewish community services, particularly in positions of planning and research. Heller School students meet the regular requirements of the Ph.D. program as well as specialized courses in contemporary Jewish studies.

Applicants desiring to enroll in the Hornstein Program as Ph.D. degree candidates should follow the general admissions procedure of the Heller School as described below. Candidates must have a previous graduate degree and/or substantial work experience in some area relevant to the purposes of the Program.

ADMISSIONS

Individuals wishing to be considered for admission should obtain formal applications from the Registrar, Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University, Waltham, Massachusetts 02154. Applications should be completed and returned as early as possible, but in any case no later than February 1. Admissions decisions will be made no later than April 1. Admission is also offered to a limited number of part-time students. Applications for part-time admission are subject to the same procedures and schedule as applications for full-time work.

All applications are considered on a competitive basis. Preference in admissions is given to students who have had previous experience in social welfare or a related field.

The two major criteria used in considering applicants are:

- (1) academic competence to complete the work of the Heller School, and
- (2) compatibility between the applicant's expressed interests and career goals and the program of the School.

The applicant is responsible for furnishing official transcripts of all previous academic work, undergraduate and graduate. Graduate Record Examination or Miller Analogies Test scores must be submitted to the Admissions Office.

Financial Support: The amount of financial assistance that can be made available to students in the form of scholarships and fellowships depends primarily on the availability of government training grants. The fate of these grant programs has been uncertain in recent years. Limited scholarship assistance is available through University resources. Applicants desiring to be considered for scholarship or fellowship assistance are required to file a financial form.

Housing: Graduate housing is available on campus. More detailed information is available upon request.

Parking Regulations: Any vehicle which is driven and parked on campus must be registered with the Department of Security and Safety and must be assigned a parking space. A complete set of parking and traffic regulations is available at the Department.

Dismissal from the University: The University reserves the right to dismiss or exclude at any time any students whose character, conduct, academic standing or financial indebtedness it regards as undesirable, through disciplinary procedures established in the Graduate School.

Neither the University nor any of its Trustees or officers shall be under any liability whatsoever for its disciplinary action, exclusion or dismissal.

#### TUITION AND FEES

Application Fee: A fee of \$20.00 is payable by all applicants for admission at the time the application for admission is submitted. Checks and money orders should be made payable to the order of Brandeis University. No application for admission will be processed until this fee is paid. This fee is not required of Brandeis graduates.

Tuition: All full-time students will pay the regular tuition of \$3550 per year, the same tuition required of all students at Brandeis University. No refund of the tuition fee will be made because of absence, illness or dismissal during the academic year. If a student withdraws from the University within 30 days before the beginning of classes, he may petition for partial refund of tuition. A refund may be denied without any reason for such denial being stated. Part-time students must pay for courses at the rate of 1/4 of full tuition per course per semester or \$443.75 per course.

Post-Residence Fee: Students who have completed their residence requirements and who wish to continue in residence to utilize any academic service or University facility must register at the usual tuition rates. Graduate students whose tuition is not being paid from scholarship or fellowship funds awarded by the University or other sources may petition the Dean of the Heller School for a reduction of the post-residence fee to \$250. A student who is eligible for registration



on the post-residence basis may file a program card for full-time study, in terms of courses or in terms of time or any combination thereof, provided his adviser approves of the program of study as being a full-time program and signs the program card; students in this category must be covered by health insurance.

Continuation Fee: \$20.00. Payable annually by graduate students who have completed residence requirements and who are not registered during the period in which they are preparing for the completion of degree requirements.

Final Doctoral Fee: \$250.00. This fee covers all costs for the year in which the Ph.D. degree will be conferred, including the costs for the microfilm publication of the doctoral dissertation, the publication of the abstract of the dissertation in "Dissertation Abstracts," copy-right protection for the author if desired, issuance of a Library of Congress number and appropriate library cards, binding of two copies of the dissertation, one for use in the University Library, and one Xerox-printed copy in book form for the author. The Final Doctoral Fee also covers the rental expenses for academic robes for the candidates at graduation and cost of the diploma. Students who have been in residence in their final year may deduct any tuition charges which they may have paid to the University in that final year. Students who have paid the Continuation Fee in the final year may deduct that fee from the Final Doctoral Fee.

NOTE: All candidates for the Ph.D. degree must pay the \$250 Final Doctoral Fee prior to the receipt of their degrees.

Student Health Plan: Students must be covered by some form of health insurance. Any student not already covered must participate in the University Health Insurance Plan. Services provided by University Health Services are available at Stoneman Infirmary and the Mental Health Center. There is an optional family health insurance plan for married students which makes their dependents eligible for these on-campus services.

COURSE OFFERINGS 1975-76

REQUIRED\*

- 1.00A The Social Context of Policy Issues  
and The purposes of this course are to explore those as-  
1.00B pects of America's social and economic institutions,  
ideologies, and types of structures and processes  
which are most relevant to social policy development,  
implementation, and assessment; to explore the rela-  
tion of various modes of social policy analysis to  
the American social structure; to introduce students  
to the major social welfare and social policy con-  
cerns of the Heller School.

The course will run for two semesters and will  
constitute a substantial claim on students' time and  
attention during their first year. Lecture sessions  
for the full class will be supplemented by discussion  
sessions involving smaller groups of students. Mem-  
bers of the Heller faculty will be asked to lecture  
on a number of topics in the course.

Mr. Warren, Mr. Perlman, Ms. Withorn

- 4.01 Research Methods and Statistics  
and The purpose of the course is to introduce students to  
4.02 social research. Basic concepts of research design  
and statistical techniques will be integrated and in  
addition students will be instructed in the use of  
SPSS (Statistical Package for the Social Sciences).  
It will be expected that upon completion of the two  
semester course students will be knowledgeable about  
research design, understand and be able to apply sta-  
tistical techniques including simple correlation and  
analysis of variance, operate the key punch, and  
organize, submit, and interpret runs on the computer.  
Work on the computer will be integrated with class-  
room lectures. Each student will be provided with  
data and staff are available to provide necessary  
technical assistance.

Ms. MacEachron

- 4.08 Evaluative Research  
The role of evaluation in programs of directed social  
change and methodological strategies appropriate to  
program evaluation. Primary methodological emphasis  
is on adaptation of experimental designs. Problems in  
establishment of the evaluation role, execution of  
research, and implementation of findings are discussed.

Mr. Park

\*These requirements refer to students entering the School on or  
after September 1975.

OTHER

1. SOCIAL WELFARE

1.01 Social Welfare Programs in the United States

This course is designed to give the student an overview of social welfare programs, current trends in the social welfare field, and the backgrounds of the major social welfare services. It will stress the problems involved in delivery of services; the interplay of federal, state and local agencies; the changes in income maintenance programs; the problems of the consumer of services; and the recent developments in consumer representation, such as citizen boards, advocacy programs, client representations, and their significance to broad national policies on employment and health, mental health, and rehabilitation services.  
Mr. Schottland

1.06\*\* Income Maintenance Programs and Policies

1.08 Social Welfare Policy and the Law

A review of the law and its impact on social welfare programs. Law as an expression of social policy. Social policy as established by law through legislation, administrative regulations, and judicial decisions. Judicial decisions as the vehicles for social change. The law and social action -- critical points of citizen intervention in the statutory, administrative, and judicial processes.

Mr. Schottland

1.10 International Social Welfare

The background, history, and current programs of international governmental and voluntary organizations; international trends in the social welfare field; cross-country comparisons relating social welfare services to the indigenous history, culture, economic and political backgrounds of individual countries.

Mr. Schottland

\*\*Not to be offered in 1975-76

## 2. POLICY-PLANNING ADMINISTRATION

### 2.02 Social Planning and Policy Development

Policy planning theory and methodology will be examined through selected case studies of social planning at national, regional, and local levels. The relevance of planning theory, the utility of planning techniques will be critically examined in an attempt to identify the extent to which they alter the course of political events in policy development and policy execution.

Illustrations to be considered include compulsory health insurance, the modernization of state and local government (the Human Resources Agency), the drive to deinstitutionalization in mental health, and the attempts to reconstruct new service delivery systems.

Mr. Morris

### 2.03 Theoretical Perspectives on Organizations and Administration

This course is addressed to theoretical and practice issues associated with implementation and management. The course draws on the literature of scientific as well as professional disciplines. It will focus upon concepts and theories that influence organizational dynamics and administration in bureaucratic settings and/or large scale organizations. Organizations will be treated in terms of both their internal structure and processes and their relationships to their environments. Content will be derived from the traditions of both rational-technical and human relations approaches to administration.

Mr. Morrissey

### 2.04 Introduction to Tools for Planning and Administration

This course stresses the utilization of planning techniques in the settings in which they are applied to policy and program development. Its purpose is to make students familiar with tools for the analysis of policies and programs and with the feasibility of using them under different conditions.

The elements include the collection and use of information for assessing and measuring problems; the use of area, demographic, and service data as inputs for problem-definition and setting objectives; understanding of basic accounting concepts and cost analysis; the use of data systems and other technical aids in decision-making, such as PPBS, PERT, etc.; and the specification of program plans and budgetary requirements.

Faculty

### 2.05\*\* Urban Planning and Social Policy (MIT 11.55)

\*\*Not to be offered in 1975-76

2.08 Social Theory and Social Policy

Social policies will be viewed from a holistic-evolutionary perspective as perpetual chains of choices/decisions involving selection and development of resources, organization of work and allocation of roles, and distribution of rights to real and symbolic goods and services. The course will explore how needs in the context of scarcities give rise to emerging interests, to conflicts or creative cooperation in pursuing these interests, to value orientations and corresponding societal structures and consciousness, and to interpretations and rationalizations of social orders, of "reality," and of nature. The foregoing theoretical considerations will lead into a study of a conceptual model of social policies and of the force-field shaping their evolution. From this model a general framework will be derived for analyzing existing and proposed social policies, and for generating alternative policies and comprehensive, alternative systems of social policies.

Mr. Gil

2.14\*\* Analytic Methods in Economic and Social Planning

3. SOCIAL SCIENCE

3.12\*\* Community Analysis

3.13 Problems of Deviance

The history, epidemiology, etiology, intervention strategies, and problems of deviant behavior. A selected number of problems such as mental health, drug addiction, crime are explored in depth.

Mr. Scott

3.14 Studies in Theory of Political Action

A holistic-evolutionary conception of social policies will be used as a basis for studies of political action theory aimed at fundamental social transformation. The following related topics will be explored:

Modeling Social Systems: alternative social, economic, and political systems, designed to overcome prevailing social problems; Political Strategy: existing and alternative political action strategies for the transformation of the prevailing social order into specified alternative social orders; Political Action and Professional Practice: an exploration of ways of integrating an intentional political component into the practice of policy analysts, planners, administrators, educators, and other social change activists.

Mr. Gil

3.17 Purposive Social Change

Members of the seminar will analyze specific instances of attempted social change in relation to existing explanatory models and prescribed strategies of change. A purpose of the seminar is to explore various aspects of the relation of social change to social policy on the one hand and to changes taking place in American cultural values and living patterns on the other.

Mr. Warren

3.18 Structural and Behavioral Aspects of Social Policy

The purpose of this course is to bring important tools of analysis from sociology to the consideration of various aspects of social policy development, implementation, and evaluation.

Topics to be considered include: role theory; socialization and social control; manifest and latent functions, unintended consequences, and goal displacement; value conflicts and their reflection in the social innovation and diffusion processes; the relation of social sciences to social policy.

Faculty

3.21A Economic Analysis Applied to Social Policy I and II  
and

3.21B

The primary goal of this course is to introduce the student to economics as a tool of policy analysis. Important micro- and macroanalytic concepts are developed. The advantages and limitations of the market mechanism and centralized planning approaches to solving economic problems are reviewed. Major consideration is given to the process of resource allocation, to determinates of income distribution, economic growth, financial intermediation, and unemployment/inflation.

Messrs. Schulz, Sclar, Friedman

3.22\*\* Urban Economics

3.24 Introduction to Political Economy

The purpose of this course is to introduce students to the methods, tools, and literature of political economy. Political economy views the process by which a society produces and distributes its output as an interactive one between economizing behavior and the social, political, and economic power of groups within that society. For example, where economics focuses upon the marketplace behavior of individuals and groups in society, (economizing behavior), political economy examines that behavior as it interacts with the institutions of social class and political power. The course will explore the political-economic behavior of social classes, large corporations, and government.  
Pre-requisite: 3.21A plus 3.21B or consent of Instructor.

Mr. Sclar

\*\*Not to be offered in 1975-76

3.25 Labor Economics

A basic course in the manpower program. Topics considered: (1) Labor force participation; (2) Determination of aggregate wages; (3) Analysis of relative wage rates; (4) Role of capital theory in returns to education and relative wages; (5) Problems of discriminated groups; (6) Unemployment, general areas of retraining; (7) Assistance to disadvantaged groups to enter the labor market.

Prerequisite: 3.21A and 3.21B which can be taken concurrently.

Mr. Hausman

3.27\*\* Economic Role of the Public Sector

3.28 The Development and Scope of Public Intervention in the United States

The first part of this course discusses (a) the development of public intervention in the U.S. and (b) the ideology and value structure embodied in the American political culture as factors shaping and legitimizing governmental action or the lack thereof. Second part of the course, concentrating on the contemporary period, examines concentrations of power in the United States; their sources, scope, purposes, and stability. The structural aspects of the polity (constitutional checks, federalism, elections) and mass political behavior in its various manifestations are examined as they limit, by-pass, or overcome social and economic power concentrations. Third part of the course turns to more proximate factors in public policy formation -- types of intervention, on whose behalf, to the exclusion of whom? The politics of social policy is here compared to that involving other interests. The concerns and abilities of clients, consumers, professionals, providers are discussed with the aim of clarifying the allocation of resources in social policy.

Mr. Hudson

\*\*Not to be offered in 1975-76



3.29 Bureaucratic Politics and Policy Implementation

The overall intent of this course is to familiarize students with theoretical and empirical material addressed to the role of bureaucracies in the formulation of social policies (both legislatively and administratively) and the manner in which policies, once formulated, are implemented at the national and sub-national level. Issues to be considered: the bureaucracy as a locus of policy initiation, innovation, and obstruction; the manner in which legislative intent is translated into administrative regulations and guidelines; the incentive system in bureaucracies as it affects goal attainment; factors responsible for the expanded role of bureaucracies and the consequences of this expanded role for democratic government. Concern with implementation centers on the environment in which implementing officials must work, the particular constraints affecting their efforts, problems in reconciling conflicting mandates, the factors which guide behavior in choosing goals and strategies, and factors affecting success or failure in realizing goals.

Mr. Hudson

3.32 Urban Politics

An examination and analysis of government, politics, and policy development in urban America. Throughout the latter half of the course, special attention will be given to questions concerning the development and implementation of public policy for urban areas.

Mr. Binstock

3.35\*\* Social Policy Formation in Contemporary Political Systems

4. RESEARCH

4.04 Regression and Analysis of Variance

The course will deal with simple correlation, partial and multiple correlation and analysis of variance. Since most problems will be done by computer program, a knowledge of the computer as well as elementary statistics is assumed.

Prerequisite: 4.01 and 4.02 or equivalents

Mr. K. Jones

4.06 Factor Analysis and Multivariate Designs

This course will introduce the student to and give him experience with multivariate methods. It will involve the completion and report of a multivariate analysis using computer techniques. This will be worked out with the instructor and will normally be allied with the student's dissertation topic or proposed topic.

Mr. K. Jones

#### 4.42 Methods of Survey Research

The theory and practice of survey research methodologies will be examined critically and their appropriateness for research in the health and welfare fields will be assessed. The course will consider both published studies and student projects in terms of the overall research design, the selection and creation of appropriate instruments, the collection and reduction of data, and the reporting and utilization of the findings. Attention will be given to the use of secondary data, the reanalysis of primary data, and the replication and extension of previous findings to new and larger populations.

Prerequisite: 4.01 and 4.02 or equivalents.

Mr. W. Jones

#### Dissertation Seminar

An individualized seminar on methodologies for dissertation research. Limited to advanced students who, with the approval of their advisors, have selected a dissertation topic and prepared their substantive papers. The selection of substantive areas for individual and group discussion will be guided by the needs and interests of seminar members.

Enrollment by permission of the instructor only.

Mr. W. Jones

### 5. SPECIALIZED COURSES

#### 5.12 Medical Care Delivery Systems

The purpose of this course is primarily to familiarize students with medical care delivery in the United States today. Emphasis will be placed upon the multiplicity of service models. An attempt will be made to understand how the various systems evolved and how individuals sort themselves out within the structure. In order to gain a better perspective on the systems, their historical development will be reviewed and they will be compared with systems in other countries.

Ms. Klerman

#### 5.15 Services for the Disabled

The long-term handicapping conditions will be defined and studied in terms of their causes, distribution among populations, possible prevention, and impact. Current service systems, including manpower, institutions, and financing mechanisms, will be critically analyzed. Public policy in this area will be reviewed from a historical perspective and future policy options examined.

Prerequisite: 5.12 or Equivalent

Ms. Klerman, Mr. Morris, Mr. Sclar

- 5.22 The Politics and Policy Processes of Aging  
This course examines three major issues: the ways in which aging becomes manifest politically through older individuals and groups; the extent to which aging is expressed in distinctive political patterns and has unusual consequences for political systems; the evolution and implementation of selected public policies directed toward aging persons.  
Mr. Binstock
- 5.23\*\* Economics of Aging
- 5.42 Comprehensive State Planning for the Handicapped  
An introduction to the realities of state planning with particular reference to new approaches aiming at comprehensive state wide planning for services to handicapped citizens.  
Mr. Dybwad
- 5.71 Social Psychiatry: The Social Policy Implications of Mental Health Delivery Systems  
This course is designed for students interested in a survey of the basic issues currently salient among the mental health professions. The issues will be examined from the viewpoint of psychiatry and other professions (clinical psychology, social welfare, nursing, and paraprofessionals). They will be addressed with respect to their implications for social policy.  
Mr. Spiegel
- 5.72 Community Mental Health  
This course attempts to identify, describe and classify concepts which collectively constitute a framework for community mental health programs. Concepts derived primarily from social science theory are utilized. Selected policy issues associated with current community mental health approaches will be analyzed.  
Mr. Scott
- 5.73 Introduction to Mental Retardation: Mental Retardation and the Human Services Network  
As a result of new substantive knowledge, new training and rehabilitation techniques, intensive pressure from consumer groups, a greater public acceptance of handicapped persons and most recently judicial support for the rights of minority groups, including the mentally handicapped, the field of mental retardation is undergoing profound changes. This course will trace the interrelationship of these changes to the evolving concept of a human services system in state government.  
Mr. Dybwad

5.75 Application of Social Theory to Alcohol Use

The purpose of this seminar is to review various applications of social science theory to explain the use and abuse of alcohol. Material from anthropology, social psychology, and psychology will be included in the considerations. In addition, the biological and biochemical effects of alcohol in the human body will be reviewed by a guest lecturer. Each body of theory will be examined in terms of its applications to varying patterns of alcohol use, definitions of abusive vs. normal use, conceptions of the etiology of deviant drinking, incidence, prevalence, and the main program to deal with abusive use.

Mr. Park

5.76\*\* Seminar in Alcohol Research

\*\*Not to be offered 1975-76

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\*Benjamin H. Swig, L.H.D.

Melvin M. Swig, A.B.

Lawrence A. Wien, LL.B., LL.D.

\*Robert L. Wolfson

\*Morris B. Zale

Faculty Representatives

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Gerald D. Fasman, Ph.D.

Richard J. Onorato, Ph.D.

I. Milton Sacks, Ph.D.

Student Representatives

Eidad Ganin '77

Charles Marz, B.A. (Graduate)

Roger Tackeff '76

Alumni Representative

Mrs. Judith B. Borakove '58, A.B.

President of the University

Marver H. Bernstein, Ph.D., Litt.D.

Chancellor of the University

Abram Leon Sachar, Ph.D., Litt.D.

\*Emeritus

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FACULTY

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A.B., Ph.D., Harvard University  
(On the Stulberg Chair in Law and Politics)

Dennis Derryck                      Assistant Professor of Manpower Planning  
M.Sc., Ph.D., Fordham University

Gunnar Dybwad                      Professor Human Development  
J.D., University of Halle, Germany; Certificate, New York School of  
Social Work  
(On the Gingold Chair in Human Development)

Barry L. Friedman                      Assistant Professor of Economic Research  
A.B., University of Chicago; Ph.D., Massachusetts Institute  
of Technology

David G. Gil                      Professor of Social Policy  
M.S.W., D.S.W., University of Pennsylvania

Arnold Gurin                      Dean and Professor of Social Administration  
M.S.S.W., Columbia University, New York School of Social Work;  
Ph.D., University of Michigan  
(On the Hexter Chair in American Philanthropy)

Leonard J. Hausman                      Associate Professor of Social Research  
M.A., Ph.D., University of Wisconsin

Robert Hudson                      Assistant Professor of Politics and  
Social Welfare  
B.A., Washington and Lee University  
Ph.D., University of North Carolina

Kenneth J. Jones                      Professor of Social Research  
M.A., Ed.D., Harvard University  
(On the Stein Chair in Human Rehabilitation)

Wyatt C. Jones                      Professor of Social Research  
B.D., Vanderbilt University; Ph.D., New York University

Lorraine V. Klerman                      Associate Professor of Public Health  
M.P.H., Dr.P.H., Harvard University School of Public Health

\*Norman R. Kurtz                      Associate Professor of Social Research  
B.D., Wartburg Seminary; Ph.D., University of Colorado

Ann MacEachron                      Assistant Professor  
M.S.W., University of Pittsburgh, School of Social Work  
Ph.D., Cornell University

\*On sabbatical, 1975-76

Robert Morris                      Professor of Social Planning  
M.Sc., Western Reserve University, School of Applied Social  
Sciences; D.S.W., Columbia University  
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M.S.S.A., Western Reserve University, School of Applied Social  
Sciences; Ph.D., Brandeis University, Heller Graduate School

\*\*Gerald Rosenthal              Associate Professor of Economics  
S.M., Cornell University; Ph.D., Harvard University

Charles I. Schottland            Professor of Social Welfare  
A.B., University of California, Los Angeles; Certificate,  
Graduate School of Jewish Social Work, New York School of  
Social Work  
(On the Proskauer Chair in Law and Social Welfare)

James H. Schulz                  Associate Professor of Welfare Economics  
B.A., Miami of Ohio; Ph.D., Yale University

John F. Scott                    Adjunct Associate Professor of Social  
Research  
M.S.S.W., Boston University, School of Social Work  
Ph.D., Brandeis University, Heller Graduate School

Elliott Sclar                    Assistant Professor of Urban Political  
Economy  
M.A., Ph.D., Tufts University

Violet M. Sieder                  Professor of Community Organization  
(Emerita)  
M.A., University of Chicago, School of Social Service  
Administration; Ph.D., Brandeis University, Heller Graduate  
School

John P. Spiegel                  Professor of Social Psychiatry  
M.D., Northwestern University; Graduate, Chicago Institute for  
Psychoanalysis

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B.S., New York University; Ph.D., Heidelberg University, Germany

\*\*On leave, 1975-76



ADMINISTRATIVE

Arnold Gurin, Ph.D.

Dean

Nita Goldstein, B.A.

Administrative Assistant  
and Registrar

Frances Hahn

Administrative Secretary

July, 1975







**BRANDEIS  
UNIVERSITY  
BULLETIN**

**1976-77**

**FLORENCE HELLER  
GRADUATE SCHOOL**  
For Advanced Studies in Social Welfare

**WALTHAM, MASS.**



THE FLORENCE HELLER GRADUATE SCHOOL FOR ADVANCED STUDIES IN SOCIAL WELFARE

Brandeis University  
Waltham, MA 02154

July 1976

ACADEMIC CALENDAR 1976-77

FALL TERM

Thursday	September 2	New student orientation
Friday	September 3	New student registration
Tuesday	September 7	Returning student registration
Wednesday	September 8	First day of instruction
Monday	October 4	Yom Kippur - Holiday
Wednesday	October 6	Brandeis Monday
Friday	October 29	Course selections become final. A student may not drop a course nor convert a course from audit to credit.
Thursday/Friday	November 25, 26	No University exercises: Thanksgiving
Friday	December 17	Last day of classes

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SPRING TERM

Wednesday	January 26	Returning student registration
Thursday	January 27	First day of instruction
Friday	April 1	Spring recess begins after last class
Monday	April 11	Classes resume
Wednesday	May 11	Last day of classes
Sunday	May 22	Commencement





The Florence Heller Graduate School for Advanced Studies in Social Welfare was established by Brandeis University in 1959 with the help of an initial endowment from the late Mrs. Florence G. Heller of Chicago. It is housed in the Florence Heller Building complex which includes the Benjamin Brown Research Building. These buildings contain classrooms, faculty offices, student study rooms and research facilities. They are located next to the Goldfarb Library and ideally situated with reference to the various other resources of the University. The Heller School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other School-administered programs.

#### PURPOSES

Social welfare is viewed by the Heller School in broad terms as a developing field whose definitions and boundaries are evolving constantly in response to growing understanding of human needs. Social welfare today involves a wide range of interventions in the solution of social problems, cutting across a number of traditional fields and disciplines, such as social work, health, education, housing, employment, urban planning, public policy and administration.

The Heller School emphasizes social policy as the central, organizing concept in its program. The educational purpose of the program is to prepare students to apply knowledge and skills drawn from a number of disciplines to the following aspects of social policy:

1. The identification of social problems, based on an understanding of the social context out of which problems and interventions arise, including demographic, ideological, and institutional factors.

2. The development of strategies of intervention, using knowledge of the socio-political processes and rational-technical choices involved in policy formulation and adoption.

3. The planning and administration of social programs to implement particular social policies, including the organization of administrative structures, program development, and the management of interorganizational relationships.

4. The assessment and evaluation of policy and program outcomes and effectiveness, with emphasis on the distribution of costs and benefits among groups in the population and on the anticipated and unanticipated effects of policy choices.

Heller School graduates are expected to enter careers where they can engage in innovative activity contributing to the future development of knowledge and practice. Many graduates are teachers and administrators in schools or departments of social work, social policy, urban planning, social medicine, and related fields. Others are engaged in research careers or as planners and administrators in various human service activities, both public and voluntary.

In addition to its training program, the School conducts an active program of policy-oriented research related to its broad range of social welfare interests. Research projects are interdisciplinary in character and usually involve collaborative activity between faculty and advanced students. The general purposes of research projects are to increase understanding of social problems, to explore new and more effective ways of intervening in social problems, and to improve the methods of evaluating the impact of such intervention.

Members of the Heller School faculty engage, individually and collectively, in extensive consultation and service activities on behalf of both governmental and voluntary organizations, at local, state, regional, national, and international levels. They occupy prominent positions on governmental advisory commissions, task forces, and review panels. These outside activities, in addition to providing service to the community, frequently also serve as channels for student training in research and consultation.

#### DEGREE OFFERED

The Heller School offers a program of study leading to the Ph.D. degree. Students are admitted either with or without a previous Master's level graduate degree. Minimum full-time residence requirements are one year for students entering with a prior graduate degree and two years for others. The normal expectation, however, is for at least one additional year of full-time residence beyond these minimum requirements. For part-time students, the residence requirement is fulfilled when the necessary numbers of courses have been completed to provide the equivalent of full-time residence.

#### Requirements

Students seeking a Ph.D. degree must fulfill the following requirements in addition to minimum residence as stated above:

1. Minimum numbers of semester courses: 12 for students entering with a Master's degree in a relevant area and 18 for students who do not have such a degree.
2. Completion of a substantive paper showing evidence of capacity for independent scholarship.
3. An oral or written examination on the field in which the substantive paper is written.
4. A foreign language examination.
5. Completion of an acceptable doctoral dissertation.

Students without previous experience are required, in addition, to complete an internship which will provide an opportunity to engage in some aspect of practice in the social welfare field.

## COURSE OF STUDY

The Heller School offers an individual program of study designed to meet the needs of each student in relation to previous education and experience, as well as future goals. Students consult with an adviser in developing their program and work with faculty committees in the development of their substantive papers and dissertations.

The curriculum consists of the following elements:

- (a) Core courses and sequences that provide background in the conceptual frameworks and tools of analysis relevant to the development of social policy.
- (b) Courses in specialized areas where the School is conducting research and training programs.
- (c) Field projects and practica in specialized fields based on student-faculty collaboration.
- (d) Tutorials arranged on an individual basis.

A small number of courses is required of all students as follows:

1.00 A and B	<u>The Social Context of Policy Issues</u>	- two semesters
4.01 and 4.02	<u>Research Methods and Statistics</u>	- two semesters
4.08	<u>Evaluative Research</u>	- one semester

Students who are able to demonstrate competence in the subjects covered by the required research courses may be exempted from those courses but not from the minimum number of courses as stated above.

Advisers have the responsibility of helping the students to select courses that will best serve their particular goals in the School. Students are expected to acquire competence in core areas of economic analysis, political processes, and sociological analysis as applied to social policy, policy analysis, social planning, and administration; and research and design methods.

### Fields of Specialization

The School has organized curriculum sequences as well as research projects in a number of specialized fields, as outlined below. While many students select these areas, they are not necessarily limited to them. Individual programs of specialization may be developed in consultation with advisers.

Programs of specialization are supported in large part by training and research grants obtained from governmental and voluntary funding sources. Detailed information on the current status of such grants is issued periodically by the School.

### Income Maintenance and Manpower Planning

A sequence of courses is offered covering income maintenance programs and policies, labor economics and manpower planning, together with a seminar in related policy-oriented research. The major objective of the sequence is to prepare persons interested in the administration and evaluation of income maintenance programs.

### Health Services

The program emphasizes the study of the service needs of children and adults with conditions requiring care over extended periods of time, including the chronically ill, handicapped, mentally ill, alcoholic, and retarded. Courses are offered in medical care delivery and planning for the handicapped, as well as in the specialized fields. Research and policy seminars are planned collaboratively with the training programs in alcoholism, mental health, developmental disability, and child welfare.

The Levinson Policy Institute conducts research on and develops innovative policy approaches to the delivery of services to individuals with continuing medical problems.

Program in the Economics and Politics of Aging

Research, career training, and public service activities in this program are focused on such matters as: public and private income maintenance programs; industrial gerontology; the current and future economic status of the aged; the political attitudes and behavior of aging persons and of aging-based organizations; the political processes through which policies affecting the aged are developed; the intergovernmental, intra-governmental, and other organizational relations that are critical for the development and implementation of programs for the aging; and evaluation and impact research on policies and programs that may affect the aging.

Career training is carried out in collaboration with Boston University through a Gerontology Consortium, with stipends and tuition scholarships available through the Heller School. Specialized courses in the economics of aging and in the politics and policy processes of aging are offered by the Brandeis program. Relevant courses in administration and in the social and psychological aspects of aging are available through Boston University. In addition, students are encouraged to draw upon complementary resources of the Heller School programs in health, mental health, and income maintenance and manpower.

COURSES OUTSIDE THE HELLER SCHOOL

Students may, with the agreement of their advisers, enroll for courses in other departments of Brandeis University. The privilege of taking courses at Brandeis without fee is extended to all students of the Heller School. Courses may be either at the graduate or undergraduate level. Permission must be obtained from the course instructor.

Through a reciprocal arrangement, Heller School students have access to courses in the Department of Urban Studies and Planning of the Massachusetts Institute of Technology, including a seminar on Urban Planning and Social Policy which is sponsored jointly by both Schools. Heller School students may also avail themselves of the graduate school consortium in which Brandeis University participates with Boston College, Boston University, and Tufts University. By special arrangements, Heller School students may also take courses in other programs in the Boston area.

The Heller School has official collaborative relationships with the Hebrew University in Israel. In addition, individual faculty members have ongoing working contacts with educational and research institutions in England, Israel, and a number of European countries. These contacts can be used on an individual basis to facilitate student research activity that has an international dimension.

With the approval of Advisers, students may credit two courses taken outside the Heller School to their minimum course requirements.

#### THE BENJAMIN S. HORNSTEIN PROGRAM IN JEWISH COMMUNAL SERVICE

The Heller School participates in a program conducted by the Center of Contemporary Jewish Studies. Its purpose is to prepare students for careers in Jewish community services, particularly in positions of planning and research. Heller School students meet the regular requirements of the Ph.D. program as well as specialized courses in contemporary Jewish studies.

Applicants desiring to enroll in the Hornstein Program as Ph.D. degree candidates should follow the general admissions procedure of the Heller School as described below. Candidates must have a previous graduate degree and/or substantial work experience in some area relevant to the purposes of the Program.

## ADMISSIONS

Individuals wishing to be considered for admission should obtain formal applications from the Registrar, Florence Heller Graduate School for Advanced Studies in Social Welfare Brandeis University, Waltham, MA 02154. Applications should be completed and returned as early as possible, but in any case no later than February 1. Admissions decisions will be made no later than April 1. Admission is also offered to a limited number of part-time students. Applications for part-time admission are subject to the same procedures and schedule as applications for full-time work.

All applications are considered on a competitive basis. Preference in admissions is given to students who have had previous experience in social welfare or a related field.

The two major criteria used in considering applicants are:

- (1) academic competence to complete the work of the Heller School, and
- (2) compatability between the applicant's expressed interests and career goals and the program of the School.

The applicant is responsible for furnishing official transcripts of all previous academic work, undergraduate and graduate. Graduate Record Examination or Miller Analogies Test scores must be submitted to the Admissions Office.

Financial Support: The amount of financial assistance that can be made available to students in the form of scholarships and fellowships depends primarily on the availability of government training grants. The fate of these grant programs has been uncertain in recent years. Limited scholarship assistance is available through University resources. Applicants desiring to be considered for scholarship or fellowship assistance are required to file a financial form.

Housing: Graduate housing is available on campus. More detailed information is available upon request.



Parking Regulations: Any vehicle which is driven and parked on campus must be registered with the Department of Security and Safety and must be assigned a parking space. A complete set of parking and traffic regulations is available at the Department.

Dismissal from the University: The University reserves the right to dismiss or exclude at any time any students whose character, conduct, academic standing or financial indebtedness it regards as undesirable, through disciplinary procedures established in the Graduate School. Neither the University nor any of its Trustees or officers shall be under any liability whatsoever for its disciplinary action, exclusion or dismissal.

### TUITION AND FEES

Application Fee: A fee of \$25.00 is payable by all applicants for admission at the time the application for admission is submitted. Checks and money orders should be made payable to the order of Brandeis University. No application for admission will be processed until this fee is paid. This fee is not required of Brandeis graduates.

Tuition: All full-time students will pay the regular tuition of \$3875 per year, the same tuition required of all students at Brandeis University. No refund of the tuition fee will be made because of absence, illness or dismissal during the academic year. If a student withdraws from the University within 30 days before the beginning of classes, he may petition for partial refund of tuition. A refund may be denied without any reason for such denial being stated. Part-time students must pay for courses at the rate of  $\frac{1}{4}$  of full tuition per course per semester or \$484.38 per course.

Post-Residence Fee: Students who have completed their residence requirements and who wish to continue in residence to utilize any academic service or University facility must register at the usual tuition rates. Graduate students whose tuition is not being paid from scholarship or fellowship funds awarded by the University or other sources may

petition the Dean of the Heller School for a reduction of the post-residence fee to \$350. A student who is eligible for registration on the post-residence basis may file a program card for full-time study, in terms of courses or in terms of time or any combination thereof, provided his adviser approves of the program of study as being a full-time program and signs the program card; students in this category must be covered by health insurance.

Continuation Fee: \$20.00. Payable annually by graduate students who have completed residence requirements and who are not registered during the period in which they are preparing for the completion of degree requirements.

Final Doctoral Fee: \$250.00. This fee covers all costs for the year in which the Ph.D. degree will be conferred, including the costs for the microfilm publication of the doctoral dissertation, the publication of the abstract of the dissertation in "Dissertation Abstracts", copyright protection for the author if desired, issuance of a Library of Congress number and appropriate library cards, binding of two copies of the dissertation, one for use in the University Library, and one Xerox-printed copy in book form for the author. The Final Doctoral Fee also covers the rental expenses for academic robes for the candidates at graduation and cost of the diploma. Students who have been in residence in their final year may deduct any tuition charges which they may have paid to the University in that final year. Students who have paid the Continuation Fee in the final year may deduct that fee from the Final Doctoral Fee.

NOTE: All candidates for the Ph.D. degree must pay the \$250 Final Doctoral Fee prior to the receipt of their degrees.

Student Health Plan: Registered students must be covered by some form of health insurance. Any students not already covered must participate in the University Health Insurance Plan. Services provided by the University Health Services are available at

Stoneman Infirmary and the Mental Health Center upon payment of a \$50 fee. There is an optional family health insurance plan for married students which makes their dependents eligible for these on-campus services.

Upon payment of a \$50 fee, continuation students may avail themselves of services provided at Stoneman Infirmary and the Mental Health Center. Students in this category are also eligible to participate in the University Health Insurance Plan if they so desire.

COURSE OFFERINGS 1976-77

REQUIRED

- 1.00A The Social Context of Policy Issues  
and  
1.00B The purposes of this course are to explore those aspects of America's social and economic institutions, ideologies, and types of structures and processes which are most relevant to social policy development, implementation, and assessment; to explore the relation of various modes of social policy analysis to the American social structure; to introduce students to the major social welfare and social policy concerns of the Heller School.

The course will run for two semesters and will constitute a substantial claim on students' time and attention during their first year.

Mr. Warren  
Ms. Withorn

- 4.01 Research Methods and Statistics  
and  
4.02 The purpose of the course is to introduce students to basic concepts of research design and statistical techniques. In addition, students will be instructed in the use of SPSS (Statistical Package for the Social Sciences). It will be expected that, upon completion of the two-semester course, students will be knowledgeable about research design and be able to apply statistical techniques (including simple correlation and analysis of variance), operate the key punch, and be able to organize, submit, and interpret runs on the computer. Work on the computer will be integrated with classroom lectures. Each student will be provided with data and staff are available to provide necessary technical assistance.

Mr. Kurtz  
Ms. MacEachron

- 4.08 Evaluative Research  
The role of evaluation in programs of directed social change and methodological strategies are appropriate to program evaluation. Primary methodological emphasis is on adaptation of experimental designs. Problems in establishment of the evaluation role, execution of research, and implementation of findings are discussed.

Mr. Kurtz

OTHER

1. SOCIAL WELFARE

1.01\*\* Social Welfare Programs in the United States

1.06 Income Maintenance Programs and Policies

An analysis of the various approaches to alleviating poverty by the redistribution of real and in-kind income. Emphasis is given to concepts and analytical framework useful in developing and evaluating income maintenance programs and policies.

Prerequisite: 3.21A

Mr. Hausman

1.08 Social Welfare Policy and the Law

A review of the law and its impact on social welfare programs. Law as an expression of social policy. Social policy as established by law through legislation, administrative regulations, and judicial decisions. Judicial decisions as the vehicles for social change. The law and social action--critical points of citizen intervention in the statutory, administrative, and judicial processes.

Mr. Schottland

1.10\*\* International Social Welfare

2. POLICY-PLANNING AND ADMINISTRATION

2.01 Introduction to Social Planning

The basic writings on planning and policy development and implementation will be discussed, with emphasis on rational-technical considerations, political influences, and organizational constraints. Planning will be considered as a process and as a set of professional tasks which vary in terms of setting and organizational purpose. Throughout, the stress will be on exposure to alternative views and approaches.

Mr. Perlman

2.02 Social Planning and Policy Development

Policy planning theory and methodology will be examined through selected case studies of social planning at national and regional levels. The relevance of planning theory, the utility of planning techniques will be critically examined in an attempt to identify the extent to which they alter the course of policy development and policy execution.

Illustrations to be considered include compulsory health insurance, the modernization of state and local government (the Human Resources Agency), the drive to deinstitutionalization in mental health, and the attempts to reconstruct new service delivery systems.

Mr. Morris

2.04\*\* Introduction to Tools for Planning and Administration

2.05 Urban Planning and Social Policy (MIT 11.55)

A review of changes in urban policy and evaluation of planning efforts to improve social and environmental aspects of urban life. Examples will include: (1) urban housing; (2) efforts to rebuild the inner city, including urban renewal programs; (3) health policies and programs; and (4) development of social services--organization and financing.

Mr. Morris  
Mr. Frieden (MIT)

2.08 Social Theory and Social Policy

Social policies will be viewed from a holistic-evolutionary perspective as chains of choices concerning development of resources, organization of work and allocation of roles, and distribution of rights. The course will explore how needs in the context of scarcities give rise to emerging interests, to conflicts or creative cooperation in pursuing these interests, to value orientations and corresponding societal structures and consciousness, and to interpretations and rationalizations of social orders, of "reality", and of nature. These theoretical considerations will lead into a study of a conceptual model of social policies and of the force-field shaping their evolution. From this model, a general framework will be derived for analyzing existing and proposed social policies, and for generating alternative policies and comprehensive, alternative systems of social policies.

Mr. Gil

2.14\*\* Analytic Methods in Economic and Social Planning

2.16 Models for Organizing Social Service Delivery Systems

Analyses of major current models used to re-structure social services delivery systems at the local level or front-end level. Theories underlying the models will be examined and limited cross-national comparisons will be initiated. Field studies, systematic evaluations and theoretical formulations will be drawn upon.

Mr. Morris

3. SOCIAL SCIENCE

3.12\*\* Community Analysis

3.13 Problems of Deviance

The history, epidemiology, etiology, intervention strategies, and problems of deviant behavior. A selected number of problems such as mental health, drug addiction, crime are explored in depth.

Mr. Scott

3.14 Studies in Theory of Political Action

A holistic-evolutionary conception of social policies will be used as a basis for studies of political action theory aimed at fundamental social transformation. The following related topics will be explored: Modeling Social Systems: alternative social, economic, and political systems, designed to overcome prevailing social problems; Political Strategy: existing and alternative political action strategies for the transformation of the prevailing social order into specified alternative social orders; Political Action and Professional Practice: an exploration of ways of integrating an intentional political component into the practice of policy analysts, planners, administrators, educators, and other social change activists.

Mr. Gil

3.15 Taxation ( $\frac{1}{2}$  semester)

This course will explore the theories of public finance which underlie federal, state and local tax systems. The emphasis of the course will be on giving students an understanding of the allocative and distributive impacts of various forms of taxation. The course will also examine the nexus between taxation and social welfare policy.

Mr. Sclar

3.17\*\* Purposive Social Change

3.20 Planned Economies ( $\frac{1}{2}$  semester)

Economic planning can take widely different forms in socialist economies, ranging from the Soviet to the Chinese to the Yugoslavian varieties. Indeed, planning has even become a prominent feature of capitalist countries like France and the Netherlands. The first objective of the course is to examine the various ways in which economic planning is used in different countries. Second, the course will consider the problems in evaluating the relative performance of alternative economic systems. Some of these issues first received extensive treatment in the Hayck-Lange debate on the feasibility and merits of socialism. These discussions will reveal both the usefulness and the limitations of supply and demand analysis.

Mr. Friedman

3.21A Microeconomics ( $\frac{1}{2}$  semester)

This course provides an introduction to basic tools of economic analysis that are used repeatedly in studying economic problems. The course is intended to provide the background essential for further study in economics, but in a way that allows a student to move as quickly as possible into particular subject areas. It is a prerequisite for all further courses in economics, but is not intended to be a barrier to further work.

The course will introduce basic tools and concepts, such as supply and demand, elasticity, shortage and surplus, and opportunity cost. It will be shown that these tools are useful in analyzing the behavior of markets and the interrelationship between markets in a competitive economy. In addition, it will be shown that they can be useful tools of analysis in socialist economies.

Mr. Friedman

3.21B Macroeconomics ( $\frac{1}{2}$  semester)

The intention of this course is to give students an understanding of macro-economic processes. In this regard, theoretical models which relate aggregative economic concepts, such as national income, price levels and employment to each other will be studied. The models will then be used to help students to understand the national economic policy processes.

Mr. Sclar

3.22\*\* Urban Economics

3.23 Health Economics

An overview of the economics of the health care system will be followed by analyses of the three principal problems this system faces: cost, access, and quality of care. Various public policy responses to these problems will be considered. Students will have the opportunity to apply their insights to a set of local health planning issues and certificates of need applications.

Mr. Sager

3.24 Introduction to Political Economy

The purpose of this course is to introduce students to the methods, tools, and literature of political economy. Political economy views the process by which a society produces and distributes its output as an interactive one between economizing behavior and the social, political, and economic power of groups within that society. For example, where economics focuses upon the marketplace behavior of individuals and groups in society, (economizing behavior), political economy examines that behavior as it interacts with the institutions of social class and political power. The course will explore the political-economic behavior of social classes, large corporations, and government.

Prerequisite: 3.21A plus 3.21B or consent of instructor.

Mr. Sclar

3.25\*\* Labor Economics

3.27\*\* Economic Role of the Public Sector

3.28 The Development and Scope of Public Intervention in the United States

The first part of this course discusses (a) the development of public intervention in the U.S. and (b) the ideology and value structure embodied in the American political culture as factors shaping and legitimizing governmental action or the lack thereof. Second part of the course, concentrating on the contemporary period, examines concentrations of power in the United States; their sources, scope, purposes, and stability. The structural aspects of the polity (constitutional checks, federalism, elections) and mass political behavior in its various manifestations are examined as they limit, by-pass, or overcome social and economic power concentrations. Third part of the course turns to more proximate factors in public policy formation--types of intervention, on whose behalf, to the exclusion of whom? The politics of social policy is here compared to that involving other interests. The concerns and abilities of clients, consumers, professionals, providers are discussed with the aim of clarifying the allocation of resources in social policy.

Mr. Hudson



3.29 Bureaucratic Politics and Policy Implementation

The overall intent of this course is to familiarize students with theoretical and empirical material addressed to the role of bureaucracies in the formulation of social policies (both legislatively and administratively) and the manner in which policies, once formulated, are implemented at the national and sub-national level. Issues to be considered: the bureaucracy as a locus of policy initiation, innovation, and obstruction; the manner in which legislative intent is translated into administrative regulations and guidelines; the incentive system in bureaucracies as it affects goal attainment; factors responsible for the expanded role of bureaucracies and the consequences of this expanded role for democratic government. Concern with implementation centers on the environment in which implementing officials must work, the particular constraints affecting their efforts, problems in reconciling conflicting mandates, the factors which guide behavior in choosing goals and strategies, and factors affecting success or failure in realizing goals.

Mr. Hudson

3.30 Discrimination in Labor and Housing Markets ( $\frac{1}{2}$  semester)

Economists have developed a variety of theories to explain the existence and persistence of discrimination in labor markets. It is necessary here to distinguish between "pure" and "statistical" discrimination. After reviewing these, alternative means of combating discrimination in employment will be evaluated. A concluding question relates to the accomplishments of government anti-discrimination efforts in recent years. As time allows, the phenomenon of discrimination in housing markets also will be explored.

Mr. Hausman

3.32 Urban Politics

An examination and analysis of government, politics, and policy development in urban America. Throughout the latter half of the course, special attention will be given to questions concerning the development and implementation of public policy for urban areas.

Mr. Binstock

3.35\*\* Social Policy Formation in Contemporary Political Systems

3.36 Theoretical Perspective on Organizations and Administration

This course is designed to introduce students to the sociology of complex organizations and to the extensive theoretical and research literature in this field. Organizations will be examined in relation to both their internal structure and processes and their external environments. Readings will be drawn from a variety of theoretical perspectives (with particular emphasis on open-system and institutional approaches) and from several research studies of human service organizations. Students will be encouraged to develop a capacity for applying organizational concepts and methods to research issues in social planning, policy analysis, or related fields.

Mr. Morrissey

#### 4. RESEARCH

##### 4.04 Regression and Analysis of Variance

The course will deal with simple correlation, partial and multiple correlation and analysis of variance. Since most problems will be done by computer program, a knowledge of the computer as well as elementary statistics is assumed.

Prerequisite: 4.01 and 4.02 or equivalents

Mr. K. Jones

##### 4.06 Factor Analysis and Multivariate Designs

This course will introduce the student to and give him experience with multivariate methods. It will involve the completion and report of a multivariate analysis using computer techniques. This will be worked out with the instructor and will normally be allied with the student's dissertation topic or proposed topic.

Mr. K. Jones

##### 4.42\*\* Methods of Survey Research

###### Dissertation Seminar

An individual seminar on methodologies for dissertation research. Limited to advanced students who, with the approval of their advisers, have selected a dissertation topic and prepared their substantive papers. The selection of substantive areas for individual and group discussion will be guided by the needs and interests of seminar members.

Enrollment by permission of the instructor only.

Mr. W. Jones

##### 4.43 Social Forecasting Methodology

This course will present an overview of a number of approaches to social forecasting, utilizing both survey and in-depth instruction in the methodologies.

Prerequisite: 4.04 and 4.06

Mr. K. Jones

Mr. W. Jones

#### 5. SPECIALIZED COURSES

##### 5.12 Medical Care Delivery Systems

The purpose of this course is to familiarize students with medical care delivery in the United States today and its historical evolution. Specific problems, such as racial issues and long-term care needs, will be reviewed. The American system will be compared with that of other countries.

Ms. Klerman

##### 5.15\*\* Services for the Disabled

\*\* Not offered in 1976-77

5.22 The Politics and Policy Processes of Aging

This course examines three major issues: the ways in which aging becomes manifest politically through older individuals and groups; the extent to which aging is expressed in distinctive political patterns and has unusual consequences for political systems; the political processes through which selected public policies directed toward aging persons are evolved and implemented.

Mr. Binstock

5.23 Economics of Aging

An analysis of personal and institutional economic support systems for persons during the later years of life. Primary attention is given to the retirement period and the role of pension programs.

Mr. Schulz

5.42 Comprehensive State Planning for the Handicapped

An introduction to the realities of state planning with particular reference to new approaches aiming at comprehensive state-wide planning for services to handicapped citizens.

Mr. Dybwad

5.71 Social Aspects of Mental Health and Illness

This course is designed for students interested in a survey of the basic issues currently salient among the mental health professions. The issues will be examined from the viewpoint of psychiatry and other professions (clinical psychology, social welfare, nursing, and paraprofessionals). They will be addressed with respect to their implications for social policy.

Dr. Spiegel

5.72 Community Mental Health

This course attempts to identify, describe and classify concepts which collectively constitute a framework for community mental health programs. Concepts derived primarily from social science theory are utilized. Selected policy issues associated with current community mental health approaches will be analyzed.

Mr. Scott

5.73 Introduction to Mental Retardation: Mental Retardation and the Human Services Network

As a result of new substantive knowledge, new training and rehabilitation techniques, intensive pressure from consumer groups, a greater public acceptance of handicapped persons and most recently judicial support for the rights of minority groups, including the mentally handicapped, the field of mental retardation is undergoing profound changes. This course will trace the interrelationship of these changes to the evolving concept of a human services system in state government.

Mr. Dybwad

5.75\*\* Application of Social Theory to Alcohol Use

5.76 Seminar in Alcohol Research

The purpose of this course is to analyze classic studies and current research articles that focus on alcohol use and abuse. Some of the issues to be addressed include the value of the research question, the relevancy of the theoretical models to the research problem, the adequacy of the methodological approach, and the impact of the research findings on present knowledge of alcohol use and abuse. To apply the framework of analysis developed in class, students will be expected to use available data to write a research paper that is formally suitable for publication.

Ms. MacEachron

BOARD OF OVERSEERS

The Board of Overseers of the Florence Heller Graduate School for Advanced Studies in Social Welfare is appointed by the President of the University. The Board is a small working group of distinguished members of the local and national community who meet regularly to review the program of the School and its needs. They serve in an advisory capacity, helping to guide the School and the University in the development of the program.

David R. Pokross, Chairman  
Boston, Massachusetts

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(On the Gingold Chair in Human Development)	
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\* On sabbatical: Spring semester, 1976-77

\*\* On leave: 1976-77

\* On sabbatical: fall semester, 1976-77

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July, 1976













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